

PERCEPTIONS OF THE SCHOOL COUNSELOR'S ROLE
IN THE PROGRAM OF SPECIAL EDUCATION STUDENTS

A Dissertation
Presented to
The Graduate School of Education
Drake University

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
Susan K. West
March 1989

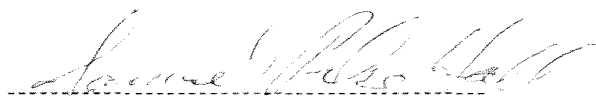
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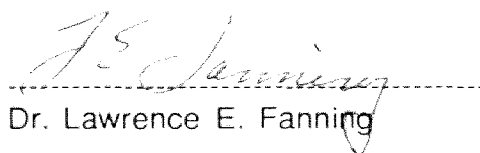
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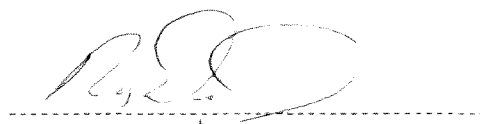
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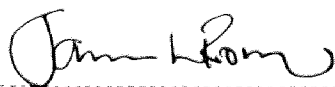
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An abstract of a Dissertation by
Susan K. West
March 1989
Drake University
Advisor: Dr. Samuel Pike Hall

The problem. The school counselor's role in public schools has rarely been clearly defined. Federal legislation requires schools to mainstream special education students, but the law does not specify what counseling services should be provided. The counselor's role in these programs must be clarified. Counselors should become actively involved in developing their role description.

Procedures. The purpose of this thesis is to identify different perceptions of the counselor's role in serving special education students in middle and senior high schools. Select professional groups provided their perceptions of the counselor's desirable, actual and feasible roles. Analysis of variance tests whether the desirable, actual, and feasible perceptions of each group are significantly different and if there are significant differences between select group's perceptions. Item analysis is used to identify desirable and feasible tasks.

Findings. Administrators and counselors identify a greater number of tasks as more desirable and feasible than actually occur compared to regular education and special education teachers. High school staff see more tasks as desirable and feasible than middle school staff. However, comparisons of the two staffs show general agreement on all three variables. Administrators and counselors are in closer agreement on their perceptions of all three variables. The greatest discrepancies in perceptions occur between counselors and regular education teachers.

Conclusions. All four select groups believe it is desirable and feasible to increase counselor involvement with special education students. All groups also agree that counselors should not assume full responsibility for any task. There are disagreements about where counselors should and could increase services.

Recommendations. Counselors should examine their role in serving special education students to determine what changes are necessary. They may need to clarify their role where their perceptions differ from other select groups. Counselors also need to consider the views of other professional groups. Other groups, such as parents and students should also provide input. A rank order of tasks can be used to establish a priority list for changes.

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CHAPTER 1

Introduction

The growth of the healthy person is affected by the individual's environment, but the home is not the only factor which influences personal development. The individual's educational environment also plays an important role. The overall purpose of schools is to help educate students so that they become productive members of society. Education deals predominantly with the acquisition of knowledge but is not necessarily limited to the cognitive domain, because schools also have a role in affective development. The school curriculum needs to be consistent with the hierarchical process that students follow as they develop. These sequential patterns must be implemented to ensure that students acquire cognitive and affective skills.

To ensure that students acquire the necessary skills, an organizational structure is imposed upon the educational process. Traditionally, administrators have been responsible for the overall operation of the system, teachers have been responsible for the instruction, and the remainder of the staff, including guidance/counseling personnel, have served as members of a support staff. The role played by counselors varies depending upon structure and attitudes of the local school system. In many instances, skills of counselors are underutilized. They have the ability to play a larger role in students' cognitive and affective development.

Counselor's Role

Generally speaking, counselors' role descriptions have not been based on any particular theory. A historical review of the school counselor's role in the public schools indicates that diverse methodologies have been used to establish counselor role descriptions.¹ Roles have usually been determined by building administrators (principals and/or vice principals), other staff members (i.e. teachers) or left undefined.

Bentley discusses the need to base counselor role definitions on some theoretical model.² He cites literature that shows a vague use of the term 'role', in relation to the counselor's job. Most writers fail to give any definition to the term, assuming that everyone understands the phrase "counselor's role." In the same article, Bentley shows how role theorists examine professional roles as affected by the professional's own expectations and the expectations of others, and how the individuals interpret these expectations and act on them. He then relates these ideas to counselors by saying ". . . to demonstrate one's claim to a particular position or status in the social

¹Marjorie K. Bradley, "Counseling Past and Present: Is There a Future?" Personnel and Guidance Journal 57, No.1 (Sept. 1978): 42-45; Louise M. Odell, "Secondary School Counseling: Past, Present, and Future," Personnel and Guidance Journal 52, No. 3 (Nov. 1973): 150-55.

²Joseph C. Bentley, "Role Theory in Counseling," The Counselor's Role: Commentary and Readings, ed. Joseph C. Bentley (Boston: Houghton Mifflin, 1968).

system (e.g. counselor) one must perform the actions normally associated with that position or run the risk of negative sanctions."¹

The first step, then, is to define what is meant by the term "role". Bentley's definition, based on a review of role theorists, will be used for the purpose of this research: ". . . 'role' is defined as an inclusive term consisting of role performance, role expectations, role conceptions and role acceptance."² Role performance refers to the actual performance of duties, role expectations are the expected behaviors as perceived by others, role conceptions are the individual's own expectations, and role acceptance is the degree to which the individual is willing to accept the expectations of others and himself. Conflicts can occur when the individual's expectations are different from others, the individual is unwilling to accept the expectations or the individual's performance or actions do not meet expectations.³

Shertzer and Stone indicate that the first major step toward solving the conflict over counselor role definition is for counselors to take the initiative and begin expressing their own identity to others in the system.⁴ Shertzer and Stone summarize the literature which deals with how various populations perceive counselors' performance. They find students, teachers, adminis-

¹Ibid., p. 73.

²Ibid., p. 74.

³Ibid.

⁴Bruce Shertzer and Shelley C. Stone, "The School Counselor and His Publics: A Problem in Role Definition," Personnel and Guidance Journal 41, No. 8 (April 1963): 687-93.

trators, and parents to be relatively negative in their interpretation of counselors' performance. Bentley cautions, however, that a problem in establishing a role description for counselors lies in the fact that the counseling services in a school setting are not independent.¹ Counseling services are affected by all other aspects of the system. These aspects will influence the definition of the counselor's role. All of the groups that are involved in the development of the student and who will be interacting with the counseling staff should have input into role development or at least have a clear understanding of it.

Counselor Role Development

The guidance/counseling staff can provide many types of services. The first step in organizing the guidance/counseling program is to decide why services are necessary, who will be served, when these services should take place, and how services will be implemented. Once these questions are decided, the goals or objectives of the program must be developed.² The American School Counseling Association has on several occasions worked on developing guidelines to use in the establishment of a counselor role description. In 1974, the Association identified the primary services that should be offered by an effective program: individual counseling, group counseling, program coordination, and consulting. Counselors who implement these

¹Bentley.

²Merville C. Shaw, Fundamentals of Guidance (Boston: Houghton Mifflin, 1981).

various tasks will be responsible to several groups of people: students, parents, staff, and the community.¹

The tasks mentioned above could involve any of these groups depending on the particular situation. Counselors may be asked to perform a number of types of counseling: personal, educational, and career/vocational. These involvements may be one-on-one or in groups (small and large). The counselor may need to coordinate programs and activities with other staff or act as a consultant to the staff, parents, or community. Counselors perform a service role but are still part of the total school program.² Counselors are one member of a team whose primary focus is what benefits the student. The consultant aspect of a counselor's role is becoming increasingly important.³ Acting as a consultant enables a counselor to reach more students and to adopt a preventative strategy. The consultant role, in addition to working with the teaching staff, includes working with parents, administrators, and the community.⁴

¹American School Counselor Association Governing Board, "The Role of the Secondary School Counselor," The School Counselor 21, No. 5 (May 1974): 379-86.

²Donald H. Blocher, "The Counselor's Impact on Learning Environments," Personnel and Guidance Journal 55, No. 6 (Feb. 1977): 352-55.

³Ibid.

⁴Vernon F. Jones, "School Counselors as Facilitators of Healthy Learning Environments," The School Counselor 24, No. 3 (Jan. 1977): 157-64; William M. Kahnweiler, "The School Counselor as Consultant: A Historical Review," Personnel and Guidance Journal 57, No. 8 (April 1979): 374-80.

A counselor who successfully implements these tasks would need a variety of skills and an extensive knowledge base. Such a counselor would need to have current information regarding career or employment opportunities, post-secondary education or training programs, and outside resources for referral purposes.¹ A guidance program should be organized to cover all of these areas, yet be able to provide assistance with personal or social problems. Counselors need to be familiar with the stages of individual development, able to identify the functioning level of an individual, and able to provide assistance in the continuation of the growth process. Above all else, a successful school counseling program should allow for flexibility. Counselors must be able to adjust their tasks as crises arise.

All members of a school staff provide guidance as they educate students. Staff members can perform tasks related to support, consultation, and referral. However, guidance personnel have a more extensive background and are specifically trained to provide these services to students.² Guidance counselors also perform the other tasks, but usually in a capacity different from that of the teaching staff. The majority of school counselors come from the classroom and in fact most states require teaching experience for coun-

¹Les Adkins, "New Demands on the School Counselor," Counselor Education and Supervision 17, No. 2 (Dec. 1977): 137-41.

²George E. Hill, Staffing Guidance Programs, (Boston: Houghton Mifflin, 1968).

selor certification, although this requirement does seem to be disappearing.¹ There are no universal characteristics that identify a successful counselor. There are, however, traits that would benefit a school counselor: a healthy personality, the ability to cope with problems, patience, caring, and flexibility.²

Special Education Programs and Counselors

The passage and implementation of Federal Public Law 94-142 had a great impact on the educational program of special education students in public schools. The number of programs has expanded and in keeping with the "least restrictive environment" mandated in the law, more students are being integrated into the regular education program. The law has created additional pressures for staff and administrators of local school districts. Schools are required to plan educational programs for students not previously served by public schools, including special education students who might previously have been confined to a residential setting. The law requires schools to integrate special education students into regular education settings whenever possible and to work towards moving special students to less restrictive environments. The law requires that programs be planned by the school in cooperation with the student's parents. Schools are responsible for teaching the objectives set forth in the program plan, evaluating the student,

¹Bruce Shertzer and Shelley C. Stone, Fundamentals of Guidance (Boston: Houghton Mifflin, 1981).

²Ibid.

and modifying instruction to insure the student learns the skills. Regular education teachers have more special education students in their classes and frequently lack the training necessary to work with these students. Placing special education students in regular classes creates additional pressures on counselors and teachers to select courses special education students need as well as courses for which they have the ability. Regular education students may also need help in learning to integrate with and relate to these special students. The law does not specify what the role of the counselor will be beyond saying that counseling for the students and parents shall be provided. The extent of the school counselor's involvement is left up to the individual states and/or local school districts.

The law establishes an expansion of the counselor's role with students while leaving the exact nature of the involvement undefined. There is a need for clarification of what this role will entail and this need provides the counselor with the opportunity to become actively involved in developing that description.

School counselors through their education, training, and experience have developed a set of skills and knowledge important for special education programs. Benefits for the student could come through direct contact between the counselor and the student or be more indirect through counselor work with one or more of the significant others in the student's program and/or environment. Counseling skills and knowledge used in direct contact with parents, administrators, teachers, and other school staff could result in

indirect effects on the student's educational program. Counselors' training provides them with the skills necessary to work with teachers, students, and administrators in helping them make the adjustments to interactions with special students. Counselors are trained to help individuals and groups cope with personal or social problems. Counselors are also familiar with testing and can assist teachers in test interpretations and necessary curriculum modifications. Counselors can familiarize special education students with career planning. Counselors can advise students and parents on other sources of assistance in the community.

Model for School Counselors Serving Special Education Students

A model of a school counseling program is a pattern of organization and structure. The model is part of the total school organization, and it reflects the duties that are part of the domain of the counseling program. The model provides guidelines for all school personnel, explaining the responsibilities of the counseling staff. Counselors' work with special education students is one aspect of the total guidance/counseling program described earlier. Many of the tasks are similar to those undertaken with regular education students but might deal with different types of problems or concerns. The model of the school counselor's role in the special education student's education program developed here encompasses three primary functions, functions that vary with the people involved and/or the purpose of

the task. The functions are : (1) counseling, (2) consulting/ coordinating, and (3) instructing. The three functions are shown in Figure 1.

The first part of the model, counseling, involves working with the individual(s) in one-to-one or a small group setting, dealing with academic, vocational, and/or personal social concerns. The counselor works directly with one of three groups: regular education student(s), special education student(s), and parent(s) of special education students. Regular students, those not identified as being in need of special service, may require counseling to help them accept and work with special students in the regular school environment. Other students need to become aware of the different requirements of the special students and also must recognize similarities to themselves. Counseling the special education students, those students who have been identified under the guidelines of P.L. 94-142 as being in need of special services, means dealing directly with the problems these students encounter in adjusting to their individual problems, adapting to the school environment, recognizing their individual strengths, and discovering their areas of commonality with other special education and regular education students. Counseling these two groups of students can take place on a one-to-one basis dealing with the specific needs of the individual student or small groups working with common problems and strengths in academic, vocational, and personal-social concerns. The groups can be made up of all special education students, all regular education students, or a combination of the two groups.

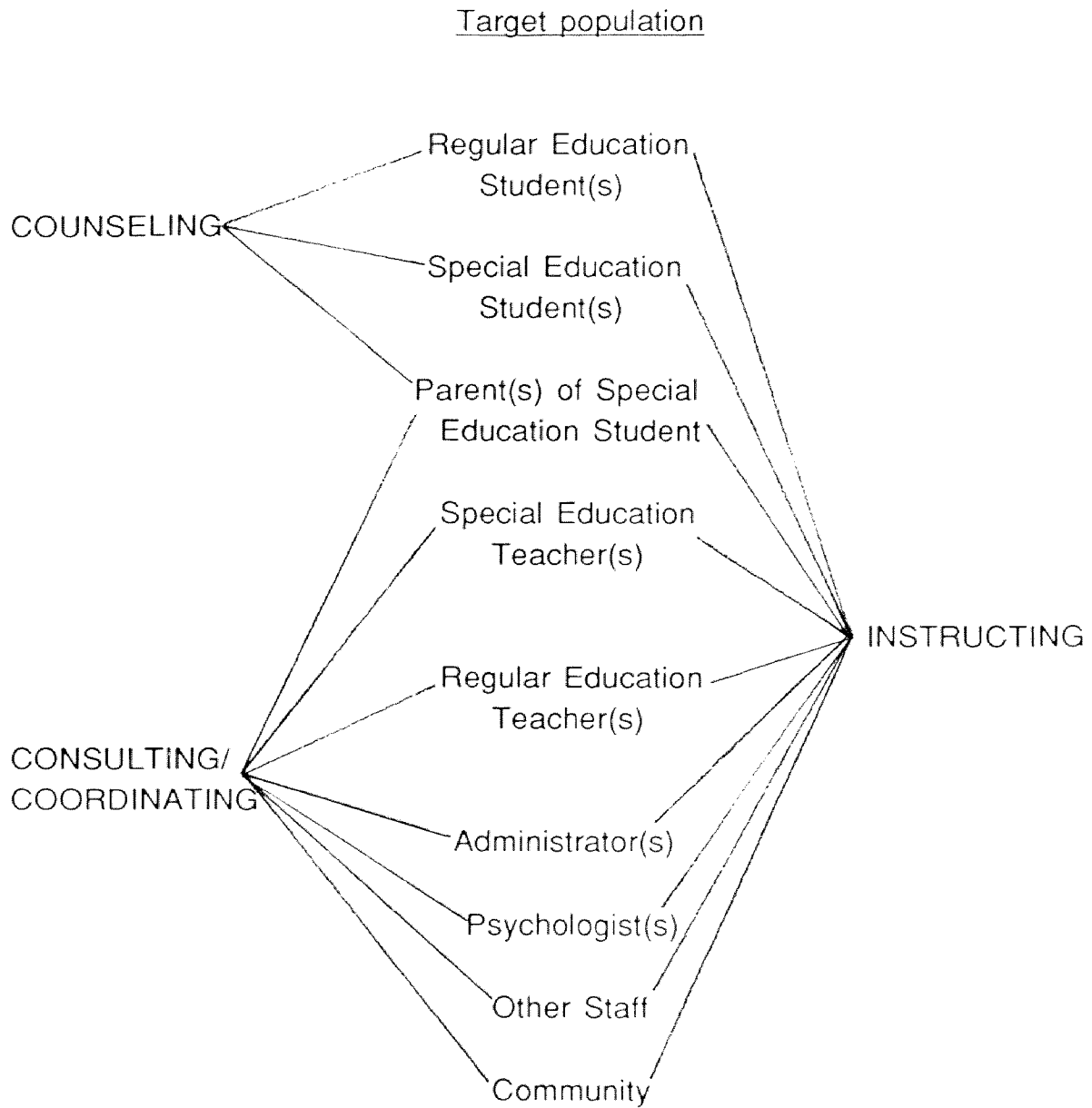


FIGURE 1

Model of Counseling Services
for Special Education Students

Counseling the parent(s) of special education students can also take place in various settings. The actual setting will depend on the counselor's professional judgment of parents' specific needs. Parents of the newly identified special education student may need counseling to learn to adjust their, the student's, and the family's expectations for growth and career placement. Parents have needs that can often be met through group counseling where they share feelings and concerns with other parents in similar situations. Groups might include parents of regular education students providing those parents the opportunity to become aware of the particular needs of the special education students and their commonalities with regular education students.

A second role for the counselor in the model is the task of consulting/ coordinating. The consulting/ coordinating task involves working with the parents of special education students, special education teachers (teachers of special education class or resource room in a regular school), regular education teachers (teachers of a class of regular education students), administrators (principals and vice-principals of a regular education building), school psychologists (individuals who work with the staff in evaluating needs of special education students), other staff (any other members of the regular education building staff), and the community at large. This task involves working with any of the seven groups to coordinate program adjustments, organize staff efforts, keep records, and enhance communication among the different groups. The counselor may find it necessary to work with one indi-

vidual person or to consult with two or more people. The primary goal of this work would be to decide what is best for the student and develop the student's program accordingly.

In this model the instructional portion of the school counselor's role consists primarily of acting as a source of knowledge and information for relevant groups. This information sharing process may also take place within the community to which the school belongs. The sharing process can occur on a one-to-one basis, in small groups, or in large groups. The topics discussed may be concerned with academic, vocational, or personal-social information. The purpose of this process is not to provide counseling but rather to provide factual information and referrals for additional services. The counselor acts as a reference source for referral, educational, and career information which individuals can then use for their own decision making processes. Success in this role requires that the counselor be well-informed regarding agencies and programs that are available in the community for special education students and their families.

The application of this model of the role of counselors in school settings would enable counselors, administrators, teaching staff, parents, and students to know exactly how counselors will be involved in the programs of special education students. The model capitalizes on the training and knowledge of school counselors, in short, it was constructed to be consistent with traditional conceptions of counselor duties. Further, the model is consistent with P.L. 94-142, in that it provides counseling for the students and their

parents when necessary. This model specifies the role of counselors so that they know what is expected of them. The model also provides counselors with the opportunity to offer direct and indirect support to special education students. Opportunities for integrating programs for special and regular education students are provided so that all students will benefit.

Study Purpose

With this model in mind, the purpose of this study is to identify different perceptions of the role performed by counselors in the middle and senior high special education student's individualized educational program. Each professional group involved in the special education students' program has its own perceived tasks and will also have perceptions of other groups' duties. Measuring these perceptions will help counselors to define their role. Using the discrepancies of within and between groups can help to identify aspects of the counselor's role which would be accepted and those where disagreement exists.

Strong discrepancies in perceptions among different groups will identify areas where counselors need to work with other groups in specifying their role. The study results may reveal areas of misunderstanding about what counselors are actually doing. For example, if extensive disagreement over the counselor's role exists, counselors may need to clarify information about their training and expertise. The survey results may suggest areas where counselors need additional training. For example, if all select groups (includ-

ing counselors) perceive a certain task should be done by counselors and those same counselors do not feel competent, then additional training might be necessary. If counselors are in disagreement with all of the other groups then it may be necessary for counselors to re-examine their own perceptions.

A survey such as the one used in this research can help identify agreement on specific tasks that should be performed by counselors. this agreement will help to insure that the needs of the students will be met by making counselors and others more aware of the counselor's role. This agreement can also be used to develop guidelines for evaluating a counseling program's effectiveness.

Research has shown that an effective way to measure these perceptions is through the use of a survey.¹ Surveys will help to determine whether other groups agree that specific tasks, developed from the model, are appropriate for counselors to perform. If possible, perceptions of all major groups involved with the special education students should be measured. The survey will clarify perceptions that these groups have of what counselors are currently doing, what they think counselors should be doing, and what tasks are feasible for counselors to do in the present school system.

¹Stanley H. Cramer, et al. Research and the School Counselor, (Boston: n. p. 1970); Experimental Designs Committee of the Association for Counselor Education and Supervision, Research Guidelines for High School Counselors (New York: College Entrance Examination Board, 1967); and Carter V. Good, Essentials of Educational Research (New York: Appleton-Century--Crofts, 1966).

A single survey instrument was administered to all groups involved with special education students to determine how they perceive the counselor's role in special education students' educational program. The groups surveyed were middle and senior high school counselors, regular education teachers, special education teachers, building administrators, and school psychologists. These groups were asked to identify counselor tasks, developed from the model presented earlier, based on the counselor's actual involvement, the counselor's desirable role, and what is feasible in the present system.

Research Questions

The primary and secondary research questions investigated in this study are:

Primary Question:

- (1) Is there a difference between the perception of what select groups think middle and senior high school counselors are actually doing in the education of special education students and what they see as desirable and feasible?

Secondary Questions:

- (1) Is there a difference between middle and senior high school building administrators' perception of what counselors are actually doing in the education of special education students and what they see as desirable and feasible alternatives?

- (2) Is there a difference between middle and senior high school counselors' perception of what they are doing in the education of special education students and what they see as desirable and feasible alternatives?
- (3) Is there a difference between middle and senior high school regular education teachers' perception of what counselors are actually doing in the education of special education students and what they see as desirable and feasible alternatives?
- (4) Is there a difference between middle and senior high school special education teachers' perception of what counselors are actually doing in the education of special education students and what they see as desirable and feasible alternatives.
- (5) Is there a difference between middle and senior high school psychologists perception of what counselors are actually doing in the education of special education students and what they see as desirable and feasible alternatives?
- (6) Is there a difference among the select groups regarding their perceptions of what counselors are actually doing in the education of middle and senior high school special education students?
- (7) Is there a difference among the select groups regarding their perceptions of what is desirable for counselors to do in the education of middle and senior high school special education students?

- (8) Is there a difference among the select groups regarding their perceptions of what is feasible for counselors to do in the education of middle and senior high school special education students?

Assumptions and Limitations

This study makes three assumptions. First, the study assumes that the instrument developed for measuring perceptions will accurately reflect the model of a middle or senior high school counselor's role developed earlier. Second, the study is based on the belief that the actual, desirable, and feasible perceptions of a middle or senior high school counselor's role can be identified by select groups. Third, the study assumes that the perceptions of a school counselor's role with special education students will not be affected by the counselor's training.

As with any study of this type, conclusions should be limited to the school district where the survey was administered and other suburban districts with similar organizational structures and services for special education students. The sociological make-up of the district would also have to be similar in order for any comparisons to have meaning.

The results of this study should help counselors to identify any discrepancies between the views they hold and the perceptions of other staff members regarding counselors' role in the programs of special education students. Counselors should be able to take this information and make any

necessary adjustments in their services or work with staff members to find a solution to discrepancies in perceived tasks. Any tasks identified as ideal and feasible can be given a higher priority as counseling services are evaluated.

CHAPTER 2

Review of the Literature

The review of literature is divided into three areas: counselor role, special education programs and counselors, and affects on counseling profession.

Counselor Role

A review of the literature indicates that the role of the counselor in public schools has varied in terms of description and/or definition (see chapter one for a discussion of problems with a lack of theoretically based role descriptions). Consistency in job description across states and school districts does not exist and when descriptions have been created, counselors have not always been directly involved in their development. Herr and Cramer¹ compared two dissertation studies of who should determine the school counselor's role. These two studies questioned only school counselors and counselor educators. The results indicated great disparity regarding the amount of impact counselor educators, students, parents, teachers, and the community should have in role development. The only agreement was that school counselors and administrators should be involved. A later study by

¹Edwin L. Herr and Stanley H. Cramer, "Counselor Role Determinants as Perceived by Counselor Educators and School Counselors," Counselor Education and Supervision 5, No. 1 (Fall 1965): 3-8.

Hart and Prince¹ questioned principals and the results indicated even more discrepancy. One finding of this study showed the more counselor training or experience the principal had, the closer was the agreement with current counselors.

Historical reviews of school counseling which discuss how guidance originated in the early part of the century, note that the discipline's emphasis originally was on job guidance. Over time, counseling shifted its focus to concern with an individual's needs and client-centered activities dealing with specific situations.² In addition, increasing involvement with psychology made counseling more professional.

In 1978, leaders of the American School Counselor Association discussed the status of school counseling in a 25th anniversary article in School Counselor.³ They argued that school counselors had no professional self-concept, were unable to agree on role definitions, were not recognized as a profession, and had a limited power base. This influential group felt that

¹Darrell H. Hart and Donald J. Prince, "Role Conflict for School Counselors: Training Versus Job Demands," Personnel and Guidance Journal 48, No. 5 (Jan. 1970): 374-80.

²Roger F. Aubrey, "Historical Development of Guidance and Counseling and Implications for the Future," Personnel and Guidance Journal 55, No. 6 (Feb. 1977): 288-95; Bradley, 42-43; Odell, 150-55.

³Lee Goldman, et al. "How are We Doing in School Guidance? The Moody Colloquium," The School Counselor 25, No. 5 (May 1978): 306-25.

counseling was not part of the curriculum, and was influenced primarily by several outside sources, i.e. legislative, community, funding, etc.

In addition to these problems identified by the Association leadership, commentators both inside and outside the discipline have noted a number of other weaknesses in the counseling profession.¹ Among these are no agreement on professional goals, no consistency in training and state requirements, disagreements on whether counselors should deal with academic, vocational, or socio-emotional problems, and no agreement about the amount of time counselors should spend on clerical tasks.

The American School Counselor Association has worked on developing a consensus description of the school counselor's role. The Association has published guidelines on the counselor's role and ways to implement that role,

¹Dugald S. Arbuckle, "The Counselor: Who, What?," Personnel and Guidance Journal 50, No. 10 (June 1972): 785-90; Robert W. Day and Richard T. Sparacio, "Impediments to the Role and Function of School Counselors," The School Counselor 27, No. 4 (March 1980): 270-75; Norman A. Sprinthall, "Guidance and New Education for Schools," Personnel and Guidance Journal 58, No. 7 (March 1980): 485-89.

updating the guidelines every few years.¹ The tasks described by the Association are applicable to all populations of students. In the Association view the counselor's role involves relationships with students, parents, teachers, administrators, and the community. The guidelines cover counselor work with all aspects of a child's development: social, emotional, and physical.

This view has also found support in professional counseling literature.² Roeber, Walz, and Smith³ identify two primary goals of school counseling: facilitating decision-making skills of students and mobilizing resources necessary to the development of the student's self-concept.

The specific counselor tasks they identify are: direct counseling, consulting, study of environments, program development, and the counselor's

¹American School Counselor Association, "Tentative Guidelines for Implementation of the ASCA Statement of Policy for School Counselors," Personnel and Guidance Journal 42, No. 2 (Oct. 1963): 198-203; American School Counselor Association, "Tentative Statement of Policy for Secondary School Counselors," Personnel and Guidance Journal 42, No. 2 (Oct. 1963): 194-98; ASCA Governing Board, "The Role of the Secondary School Counselor," 379-86; ASCA Governing Board, "The Unique Role of the Elementary School Counselor," Elementary School Guidance and Counseling 12, No. 3 (Feb. 1978): 200-02; ASCA Governing Board, "The Unique Role of the Middle/Junior High School Counselor," Elementary School Guidance and Counseling 12, No. 3 (Feb. 1978): 203-05; ASCA Governing Board, "Role Statement: The Role of the Secondary School Counselor," The School Counselor 24, No. 4 (March 1977): 228-34.

²Mitchell A. Beck and Thomas E. McDonnell, "The Theory of the Psycho-educational Model as Applied to the School Counselor," College Student Journal 14, No. 3 (Fall 1980): 307-11.

³Edward C. Roeber, Garry R. Walz, and Glenn E. Smith, A Strategy for Guidance (Toronto: MacMillan, 1974).

own professional development. In the past counselors have concentrated on these tasks only as they relate to regular education students.

Two counselor roles frequently discussed in the literature are change-agent and consultant. Podemski and Childers and Bradley¹ take the position that counselors play a role in the schools that encourages the change-agent aspect of their discipline. In their view, counselors are uniquely situated because they have a total view of the school organization, interact with all groups, have access to the school's data, are part of the staff but are not authority figures, exercise confidentiality, and have a more flexible schedule.

Numerous authors also emphasize the consultant role.² They see the counselor as a source of information for all school groups, but in particular for classroom teachers. Acting as a consultant provides opportunities to give

¹Marjorie K. Bradley, "Counseling Past and Present: Is there a Future?" Personnel and Guidance Journal 57, No. 1 (Sept. 1978): 42-45; Richard S. Podemski and John Childers, Jr., "The Counselor as Change Agent: An Organizational Analysis," The School Counselor 27, No. 3 (Jan. 1980): 168-74.

²Donald H. Blocher, 352-55; Michael L. Bundy and William A. Poppen, "School Counselors Effectiveness as Consultants: A Research Review," Elementary School Guidance and Counseling 20, No. 3 (Feb. 1986): 215-22; Michael Curtis and Karen L. Watson, "Changes in Consultee Problem Clarification Skills Consultation," Journal of School Psychology 18, No. 3 (Fall 1980): 210-21; Don Dinkmeyer and Don Dinkmeyer, Jr., "Consultation: One Answer to the Counselor Role," Elementary School Guidance and Counseling 13, No. 2 (Dec. 1978): 99-103; Ronald H. Fredrickson, Richard M. Bingman, and Barbara Benson, "Model for Counselor-Student-Teacher Involvement," Personnel and Guidance Journal 58, No. 8 (April 1972): 655-60; Charles W. Humes, Jr., "Teachers Benefit from Pupil Personnel Services," The Clearing House 46, No. 7 (March 1972): 402-04.

indirect support for all students. The role of consultant can be expanded to include the teachers, parents, and special services staff who deal directly and indirectly with the special education student.

Several research studies have appeared in recent years whose aim was to measure various groups' perceptions of counselors' role. The studies¹ that surveyed only counselors found that counselors perceived counseling students as their primary function. Other high ranking functions were career planning, parent counseling, and consulting or coordinating with other groups. Recordkeeping and noncounseling activities (covering classes, hall and lunch duty, etc.) were considered to be low priority.

Studies which have measured the perceptions of different groups (students, teachers, administrators, parents, and counselor educators) regarding the counselor's role, found discrepancies between their perceptions and those of counselors.² Counselors consistently rated personal counseling

¹LaVerne Carmical and Leland Calvin, Jr., "Functions Selected by School Counselors," The School Counselor 17, No. 4 (March 1970): 280-85; Roger L. Hutchinson, Ann Louise Barrick, and Mary Groves, "Functions of Secondary School Counselors in the Public Schools," The School Counselor 34, No. 2 (Nov. 1986): 87-91; Marilyn C. Kameen, Edward H. Robinson, and Joseph C. Rotter, "Coordination Activities: A Study of Perceptions of Elementary and Middle School Counselors," Elementary School Guidance and Counseling 20, No. 2 (Dec. 1985): 97-104; Diana Lopez-Meisel, "A Study of the Discrepancy of Perceptions between the Actual Role and the Ideal Role of Public School Counselors in Oklahoma as Reported by Principals, Counselors, Teachers, and Students," (EdD diss. Univ. of Tulsa, 1977).

²Carol R. Bonebrake and Sherry B. Borgers, "Counselor Role as Perceived by Middle School Counselors and Principals," Elementary School Guidance and Counseling 18, No. 3 (Feb. 1984): 194-99; Constance Suzan Dardin, "An Analysis of the Discrepancies between the Actual and Ideal Activities of Arkansas Secondary School Counselors as Perceived by their Various Publics," (EdD diss. Univ. of Arkansas, 1979); Barbara J. Helms and

activities to be of primary importance while other groups frequently rated other activities as more important. Often, researchers have also found various groups to be in disagreement with each other regarding the perceived role of counselors. All of these studies examined either the actual role, the ideal role, or both. None examined the idea of a feasible role for counselors.

The literature has also focused on specific models of the role played by counselors. Authors usually present a model of how they see the counselor interacting with the school community (students, teachers, administrators, and parents). The purpose of these models is to specify a role description for the school counselor. Shaw¹ identifies four essential questions such a model needs to address: (1) what population should be served, (2) when counselors should intervene, (3) how services should be provided, and (4) what are the goals of the services. Most models recommend including not only the consultant and change-agent tasks, but also individual and group counseling, vocational and educational information provision, coordination with

Farah A. Ibrahim, "A Comparison of Counselor and Parent Perceptions of the Role and Function of the Secondary School Counselor," The School Counselor 32, No. 4 (March 1985): 266-74; Roger L. Hutchinson and Richard L. Bottorff, "Selected High School Counseling Services: Student Assessment," The School Counselor 33, No. 5 (May 1986): 350-54; Farah A. Ibrahim, Barbara J. Helms, and Donald L. Thompson, "Counselor Role and Function: An Appraisal by Consumers and Counselors," Personnel and Guidance Journal 61, No. 10 (June 1983): 597-601; Richard James Lewis, "The Role and the Performance of the High School Guidance Counselor as Perceived by Students, Teachers, Administrators, and High School Counselors," (Ph.D. diss. Univ. of Pittsburgh, 1978).

¹Merville C. Shaw, The Function of Theory.

community sources, and program evaluation, assessing strengths and weakness.¹ The model developed in Chapter 1 above incorporates these ideas.

Another important aspect of the counselor's job discussed by Kelly, Odell, and Shertzer and Stone is for counselors to act as their own public relations source.² It is important that the counselor interpret his role clearly to staff, administrators, students, parents, and the community. A failure to clarify the counselor's role can lead to discrepancies in the perception others have of counselors and their involvement with regular and special education students.

Special Education Programs and Counselors

The need for a well-developed job description for school counselors has taken on more importance over the last decade, especially with respect to special education students. The Federal Education for All Handicapped

¹Adkins, 137-41; Roger F. Aubrey, "Relationship of Guidance and Counseling to the Established and Emerging School Curriculum," The School Counselor 26, No. 3 (Jan. 1979): 150-62; John Eddy, Bill K. Richardson, and Walter Allberg, "Strategies for Maintaining and Increasing Counselors' Use of Time for Counseling," The School Counselor 30, No. 2 (Nov. 1982): 122-26; Edwin R. Gerler, Jr., "New Directions for School Counseling," The School Counselor 23, No. 4 (March 1976), 247-51; Arnold Lazarus, "What is Multimodal Therapy? A Brief Overview," Elementary School Guidance and Counseling 13, No. 1 (Oct. 1978): 6-11; Douglas J. Mickelson and Jerry L. Davis, "A Consultation Model for the School Counselor," The School Counselor 25, No. 2 (Nov. 1977): 98-103.

²Robert O. Kelly, "Measuring Your P.R. Pulse," Elementary School Guidance and Counseling 10, No. 3 (March 1976): 184-86; Odell, 150-55; Shertzer and Stone, 687-93.

Children Act (P.L. 94-142) which became law November 29, 1975 and whose provisions became effective on October 1, 1977 has had significant implications for the counseling profession. Section 4(a)(17) of the Statement of Findings and Purpose of the act defines "the term 'related service' (as) . . . psychological services, physical and occupational therapy, recreation, and medical and counseling services . . . as may be required to assist a handicapped child to benefit from special education . . ."¹ The law goes on to state that these services will be provided at the expense of the local school district. Thus, this law provides an opportunity for school counselors to be directly involved in the educational program of special education students. The counselor's direct involvement can be in the student's Individualized Educational Program (IEP) or through more indirect involvement as discussed in the model developed in Chapter 1.

Literature subsequent to P.L. 94-142 places a strong emphasis on counselors taking the initiative in determining the extent of their involvement in special education programs. Counselors can apply their particular training to meet the needs of special students. Humes II² discusses some of the new tasks counselors may be assuming. The tasks Humes suggests include: participating in team meetings, assisting in IEP development, monitoring a

¹Education for All Handicapped Children Act, sec 4(a), November 29, 1975.

²Charles W. Humes II, "School Counselors and P.L. 94-142," The School Counselor 25, No. 3 (Jan. 1978): 192-95.

student's programs, counseling parents, planning extracurricular activities, consulting classroom teachers, directing in-service training, and keeping records. These tasks and others are also emphasized by Hanley, Chard, and Connolly.¹

McIntosh, et al.² caution against counselors becoming merely the book-keeper for the staffing team and advise instead that counselors become directly involved in the program of the student. This theme of direct involvement occurs in many articles.³ The central concern expressed in these

¹W. David Chard, Adolescence and Learning Disabilities: Implications for School Counselors, (ERIC, ED 96 562, 1974); Christopher Connolly, "Counseling Parents of School-Age Children with Special Needs," The Journal of School Health 48, No. 2 (Feb. 1978): 115-17; D.E. Hanley, Guidance and the Needs of the Special Child (Boston: Houghton Mifflin, 1975).

²Dean K. McIntosh, et al. "P.L. 94-142 and the Elementary School Counselor: An Interview," Elementary School Guidance and Counseling 13, No. 3 (Feb. 1979): 152-63.

³Pamela V. Cochrane and Betty Marini, "Mainstreaming Exceptional Children: The Counselor's Role," The School Counselor 25, No. 1 (Sept. 1977): 17-22; Robert Couchman, "Counseling the Emotionally Troubled," Personnel and Guidance Journal 52, No. 7 (March 1977): 457-63; Stephen W. Freeman and Charles R. Thompson, "The Counselor's Role with Learning Disabled Students," The School Counselor 23, No. 1 (Sept. 1975): 28-36; Eric J. Hatch, Jim Murphy, and Stephen J. Bagnato, "The Comprehensive Evaluation for Handicapped Children," Elementary School Guidance and Counseling 13, No. 3 (Feb. 1979): 171-88; Thomas H. Hohenshil and Charles W. Humes II, "Roles of Counseling in Ensuring the Rights of the Handicapped," Personnel and Guidance Journal 61, No. 4 (Dec. 1979): 221-27; Harriette Huckaby and Jerry Daly, "Got Those P.L. 94-142 Blues," Personnel and Guidance Journal 58, No. 1 (Sept. 1979): 70-72; Charles W. Humes II, "Counseling IEPs," The School Counselor 28, No. 2 (Nov. 1980): 87-91; Marilyn C. Kameen and Dean K. McIntosh, "The Counselor and the Individualized Educational Program," Personnel and Guidance Journal 58, No. 4 (Dec. 1979): 238-44; Marilyn C. Kameen and Linda G. Parker, "The Counselor's Role in Developing the Individualized Educational Program," Elementary School Guidance and Counseling 13, No. 3 (Feb. 1979): 189-96;

articles is that counselors are not involved or that their participation is only superficial. The authors generally agree that there is a need for counselors to provide both direct and indirect services to special education students.

The involvement of the school counselor in the special education program may require an update or adjustment to counselor training. Counselors need to be aware of the law and its impact on schools.¹ A primary part of this knowledge is familiarity with P.L. 94-142, including state and local plans developed for compliance, related state laws, and subsequent amendments to the federal law. Counselors are in a unique position that enables them to act as advocates for students and parents. The successful implementation of this task requires in-depth knowledge.

A study by Saunders and Sultana² found special educators to be the one group in the schools with some knowledge of the law, particularly due

Vicente N. Noble and Thomas J. Kampwirth, "P.L. 94-142 and Counselor Activities," Elementary School Guidance and Counseling 13, No. 3 (Feb. 1979): 164-70; H. Allan Sproles, Edward E. Panther, and James E. Lanier, "P.L. 94-142 and Its Impact on the Counselor's Role," Personnel and Guidance Journal 57, No. 4 (Dec. 1978): 210-12.

¹Hohenshil and Humes, 221-27; Thomas W. Hosie, "Preparing Counselors to Meet the Needs of the Handicapped," Personnel and Guidance Journal 58, No. 4 (Dec. 1979): 271-75; Charles W. Humes II, "Implications of P.L. 94-142 for Training and Supervision," Counselor Education and Supervision 18, No. 2 (Dec. 1978): 126-29; Noble and Kampwirth, 164-70; Sproles, Panther, and Lanier, 210-12.

²Marybeth K. Saunders and Qaisar Sultana, "Professional's Knowledge of Educational Due Process Rights," Exceptional Children 46, No. 7 (April 1980): 559-61.

process rights. However, this group lacked what Saunders and Sultana viewed as critical knowledge. The other professional groups, including school counselors, were found lacking in any legal knowledge.

Several authors also emphasize the need for dealing with all aspects of the student's life: academic, vocational, and personal-social.¹ This involvement is necessary for all students but especially for special education students. Special students will need counseling in order to make the adjustments necessary for regular school environments. Counselors will also need to work with regular education students to help them accept special education students. Regular education students are frequently biased or fearful regarding the presence of special education students in their classes. Salend and Petrusic and Celotta² discuss some of these problems and suggest ways to deal with them. Special education students frequently face different types of academic and vocational choices. Counselors need to be aware of these differences and how to best meet the needs.

¹Bernadine Ault, "Guidance Services for the Developmentally Disabled: A Model for Schools," (ERIC ED 110 900, 1975); Marceline E. Jaques, Rehabilitation Counseling: Scope and Services, (Boston: Houghton Mifflin, 1970); Kameen and McIntosh, 238-44; Eileen S. Nelson, "Counseling the Handicapped in the Secondary School Under P.L. 94-142," The High School Journal 63, No. 3 (Dec. 1979): 109-13; Sprinthall, 485-89.

²Judith Petrusic and Beverly Celotta, "What Children Want to Know About Their Disabled Peers: An Exploratory Study," The School Counselor 33, No. 1 (Sept. 1985): 38-46; Spencer J. Salend, "Using Hypothetical Examples to Sensitize Nonhandicapped Students to Their Handicapped Peers," The School Counselor 30, No. 4 (March 1983): 306-10.

Counselors also need to be aware of outside agencies that can provide any additional training and services. Special education students may also need assistance in finding recreational facilities. Assistance may be necessary in the successful development of social skills. Cochrane and Marini¹ describe how counselors can provide direct and indirect support. The literature indicates a strong need for counselor awareness prior to initiating these services. This awareness not only involves the law and specific handicapping conditions, but what effect these areas have on school programs. Acquisition of this knowledge can come through in-service programs, course work, or restructuring of training programs. Counselors need not only to be able to identify differences but also commonalities.² This involves working with special education and regular education students. Helping special education students develop effective social skills could aid their adjustment and help them recognize that their feelings and emotions are similar to others. As a prerequisite to program involvement, Nathanson³ also challenges counselors to

¹Cochrane and Marini, 17-22.

²Richard R. DeBlassie and Mary Ann Cowan, "Counseling with the Mentally Handicapped Child," Elementary School Guidance and Counseling 10, No. 4 (May 1976): 246-53; Earl J. Heath, The Mentally Retarded Student and Guidance (Boston: Houghton Mifflin, 1970); Rhonda Margolis and Susan A. Rungta, "Training Counselors for Work with Special Populations: A Second Look," Journal of Counseling and Development 64, No. 10 (June 1986): 642-44; William A. McDowell, Arnold B. Coven, and Violette C. Eash, "The Handicapped: Special Needs and Strategies for Counseling," Personnel and Guidance Journal 58, No. 4 (Dec. 1979): 228-32.

³Robert Nathanson, "Counseling Persons with Disabilities: Are the Feelings, Thoughts, and Behaviors of Helping Professionals Helpful?" Personnel and Guidance Journal 58, No. 4 (Dec. 1979): 233-37.

examine carefully their own attitudes, beliefs, and perceptions of the handicapped and the effect on their interactions. Students are very perceptive in identifying the feelings of adults toward them especially if they are negative.

Hatch, Murphy, and Bagnato¹ discuss the counselor's involvement in the entire staffing process, from the initial referral through the implementation and monitoring of the IEP. They see counselors as able coordinators of the staffing team, a view held by several other authors.² Counselors are seen as

¹Hatch, Murphy, and Bagnato, 171-88.

²Thomas N. Fairchild, "The School Counselor's Role as a Team Member: Participating in the Development of IEPs," The School Counselor 32, No. 5 (May 1985): 364-70; Kathleen S. Fenton, et al. "Recognition of Team Goals: An Essential Step Toward Rational Decision Making," Exceptional Children 45, No. 8 (May 1979): 638-44; Greg H. Frith, Reba M. Clark, and Susanne H. Miller, "Integrated Counseling Services for Exceptional Children: A Functional Noncategorical Model," The School Counselor 30, No. 5 (May 1983): 387-91; John Guidubaldi, Thomas J. Kehle, and Joseph N. Murray, "Assessment Strategies for the Handicapped," Personnel and Guidance Journal 58, No. 4 (Dec. 1979): 245-51; Thomas H. Hohenshil, "School Psychology and Vocational Counseling = Vocational School Psychology," Personnel and Guidance Journal 61, No. 1 (Sept. 1982): 11-13; Hohenshil and Humes, 221-27; Huckaby and Dale, 70-72; Humes, "Counseling IEPs," 87-91; Charles W. Humes II, "Counselor Role and Responsibilities in Special Education Hearings," The School Counselor 30, No. 1 (Sept. 1982): 32-36; Humes, "Implications of P.L. 94-142 for Training and Supervision," 126-29; Edward M. Levinson, "A Vocational Evaluation Program for Handicapped Students: Focus on the Counselor's Role," Journal of Counseling and Development 65, No. 2 (Oct. 1986): 105-06; Wallace M. Lornell, "Counseling as a Related Service," (ERIC, ED 203 248, 1980); Michael E. Skinner, "Counseling and Special Education: An Essential Relationship," The School Counselor 33, No. 2 (Nov. 1985): 131-35; Sproles, Panther, and Lanier, 210-12; Stephen G. Weinrach, "Toward Improved Referral Making: Mutuality between the Counselor and the Psychologist," The School Counselor 32, No. 2 (Nov. 1984): 89-96; Peter J. Wheaton and Arvil P. Vandergriff, "The Counselor's Role in Individualized Education Program (IEP) Development," (ERIC, ED 174 896, 1978).

an essential part of the evaluation team. Counselors can do part of the evaluation, particularly classroom observation. Counselors can also work as coordinators between the evaluation team (which is generally brought in from a central office), school staff, parents, and students.¹ One literature review by Wyne and Skejei² found that very little research has been done on school counselor involvement with special education students and their program. They recommend the counseling profession develop a body of knowledge, provide counselors with observation experience, prepare them as a resource person and train counselors in techniques of evaluation.

Some authors argue that counselors should focus on supporting special education students by working with regular education teachers and their students.³ These activities can benefit special students by helping teachers

¹Martin L. Stamm and Blossom S. Nissman, Improving Middle School Guidance: Practical Procedures for Counselors, Teachers, and Administrators (Boston: Allyn and Bacon, 1979).

²Marvin D. Wyne and Priscilla Skjei, "The Counselor and Exceptional Pupils: A Critical Review," Personnel and Guidance Journal 48, No. 10 (June 1980): 828-35.

³Cochrane and Marini, 17-22; Therese Cristiani and Peggy Sommers, "The School Counselor's Role in Mainstreaming the Handicapped," Viewpoints in Teaching and Learning 54, No. 1 (Jan. 1978): 20-28; Judy H. Lombana, "Fostering Positive Attitudes toward Handicapped Students: A Guidance Challenge," The School Counselor 27, No. 3 (Jan. 1980): 176-82; Keith J. McKalip, "Developing Acceptance Toward the Handicapped," The School Counselor 26, No. 5 (May 1979): 293-98; David L. Westling and M. Douglas Joiner, "Consulting with Teachers of Handicapped Children in the Mainstream," Elementary School Guidance and Counseling 13, No. 3 (Feb. 1979): 207-13; "Working with the Handicapped: The Counselor and the Visiting Teacher," (ERIC, ED 163 315, 1978).

and students to have a better understanding of handicapping conditions and expectations. This task also involves recognizing negative attitudes and beliefs and to assist in modifying them if possible. Gerler discusses how his model, as discussed earlier, can be applied to mainstreamed classrooms.¹ Several other models could also be applied in working with special education students. Counseling programs which have implemented these models have been successful in educating regular education teachers and students. The research examining implementation is limited and in those few cases, has focused primarily on implementation in one particular school. Articles tend to deal with model or program development and more research about their effectiveness is necessary.

Recently, several articles and books have appeared which deal with counselors working directly and indirectly with special education students. Some of these articles deal with techniques and concepts helpful in working with specific populations such as mentally disabled, emotionally disabled, hearing impaired, learning disabled, and gifted.² These authors focus on the

¹Edwin R. Gerler, Jr., "Preventing the Delusion of Uniqueness: Multimodal Education in Mainstreamed Classrooms," The Elementary School Journal 80, No. 1 (Sept. 1979): 34-40; Edwin R. Gerler, Jr., "The Multimodal Counseling Model: 1973 to the Present," Elementary School Guidance and Counseling 15, No. 4 (May 1981): 285-94.

²Philip L. Browning, David R. Campbell, and Joyce T. Spencer, "Counseling Process with Mentally Retarded Clients: A Behavioral Exploration," American Journal of Mental Deficiency 79, No. 3 (Nov. 1974): 292-96; DeBlassie and Cowan, 246-53; Charles J. Downing, "Getting the M.D. and the School Counselor Together," Elementary School Guidance and Counseling 15, No. 4 (May 1981): 295-300; James E. Forsyth, Raymond E. Morley, and

needs of specific populations and the ways counselors can help each unique group to adjust to regular school classes, deal with their unique problems, and make academic and vocational decisions.

Other articles deal with all handicapped populations and how school counselors can aid their educational programs. These articles discuss the

John E. Vermilyea, "Guidance and Counseling Practice with the Mentally Retarded in Iowa," (ERIC, ED 124 819, 1976); June C. Foster, "Increasing Secondary School Counselor Competency in Providing Guidance Services to Physically Handicapped Students: Final Report," (ERIC, ED 159 848, 1977); Freeman and Thompson, 28-36; John C. Gowan and Catherine B. Bruch, The Academically Talented Student and Guidance, (Boston: Houghton Mifflin, 1971); Ralph C. Hanna, Jr., "The Role of the Counselor in Working with Educable Mentally Retarded Students," (EdD diss. Univ. of Florida, 1976); Deborah Happ and Elizabeth M. Altmaier, "Counseling the Hearing Impaired: Issues and Recommendations," Personnel and Guidance Journal 60, No. 9 (May 1982): 556-59; Charles H. Huber, "Career Planning with Mildly Retarded Students: A Model for School Counselors," The Vocational Guidance Quarterly 27, No. 3 (March 1979): 223-29; Charles W. Humes II, "The Secondary School Counselor and Learning Disabilities," The School Counselor 21, No. 3 (Jan. 1974), 210-15; Norbert Johnson, et al. "A Career Awareness Program for Educable Mentally Retarded Students," The Vocational Guidance Quarterly 28, No. 4 (June 1980): 328-34; Judy H. Lombana, "Facilitating Career Guidance of Deaf Students: Challenges and Opportunities for Counselors," The Vocational Guidance Quarterly, 27 No. 4 (June 1979): 350-58; Benjamin J. Novak, Edward A. Wicas, and George S. Elias, "The School Counselor and Retarded Youth--Opportunity or Threat?" Personnel and Guidance Journal 56, No. 3 (Nov. 1977): 131-33; Andrew L. Ross and Lawrence J. Schreiber, "Bellefaire's Day Treatment Program: An Interdisciplinary Approach to the Emotionally Disturbed Child," Child Welfare 54, No. 3 (March 1975): 183-94; Linda B. Rudolph, "The Counselor's Role with the Learning Disabled Child," Elementary School Guidance and Counseling 12, No. 3 (Feb. 1978): 162-69; JoAnn J. Walker, "The Counselor's Role in Educating the Gifted and Talented," The School Counselor 29, No. 5 (May 1982): 362-70; Barbara Weiner and Harvey Weiner, "An Assessment Procedure for Specific Language Disability," Elementary School Guidance and Counseling 12, No. 2 (Dec. 1977): 107-14; Ronald T. Zaffrann and Nick Colangelo, "Counseling with Gifted and Talented Students," The Gifted Child Quarterly 20, No. 3 (Fall 1977): 305-21.

need for establishing a good working relationship with students, teachers, and parents; effective referral and evaluation procedures; techniques useful in working with the special students; areas of needs of handicapped to focus on in the working relationship; and the in-service needs of the counselors to meet these new tasks.¹ These articles again focus on techniques and suggestions for counselor tasks. Research on the effectiveness of counselors in performing these tasks has been limited.

The focus on parents of special education students in the literature centers on three major areas; (1) parent involvement in the educational program, (2) parent education, and (3) counseling parents. Parent involvement programs recommend that counselors work to get parents involved in the educational program of the students.² These articles suggest several techniques aimed at achieving involvement, ranging from prepared packages for parents to use at home with the students to direct involvement in the

¹Richard R. DeBlassie and Marjean Spayer Lebsock, "Counseling with Handicapped Children," Elementary School Guidance and Counseling 13, No. 3 (Feb. 1979): 198-206; Hatch, Murphy, and Bagnato, 171-88; Hosie, 271-75; McDowell, Coven, and Eash, 228-32; Nathanson, 233-37; Nelson, 109-13.

²Alan Hofmeister and H. Kenton Reavis, "Learning Packages for Parent Involvement," Educational Technology 14, No. 7 (July 1974): 55-56; Charles W. Humes II, "Parent Counseling in Special Education: Case Description of a Novel Approach," The School Counselor 33, No. 5 (May 1986): 345-49; Edward J. Kelly, "Parental Roles in Special Educational Programming--A Brief for Involvement," The Journal of Special Education 7, No. 4 (Win. 1973): 357-64.

development and implementation of the IEP. One study by Wolf and Troup¹ showed parent involvement in the IEP process was higher when parents were approached by informal letters and a follow-up contact. Research tends to support the benefit of parent involvement in the educational program, showing larger achievement gains by special education students whose parents were directly involved.

Authors advocating parent education² see the counselor as the person in the school system who can work with parents to explain the students' handicap, its effects on the family, and the expectations they should hold. Counselors can educate parents on the specifics of the law and describe the educational program. This enables parents to become more involved in their student's education. Some of these studies show that parents rated themselves and the family relationships more positively following group interactions.

¹Joan S. Wolf and Judith Troup, "Strategy for Parent Involvement: Improving the IEP Process," The Exceptional Parent 10, No. 1 (Feb. 1980): 31-32.

²Wallace Flint and Charlene DeLoach, "A Parent Involvement Program Model for Handicapped Children and Their Parents," Exceptional Children 41, No. 8 (May 1975): 556-57; William Heward and Jill C. Dardig, "Inservice for Parents of Special Needs Children," Viewpoints in Teaching and Learning 54, No. 4 (Oct. 1978): 127-37; F. Donald Kelly, "The Counselor's Role in Parent Education," The School Counselor 23, No. 5 (May 1976): 332-38; Edith Levitt and Shirley Cohen, "An Analysis of Selected Parent-Intervention Programs for Handicapped and Disadvantaged Children," Journal of Special Education 9, No. 4 (Win. 1975): 345-65; Christine Y. O'Connell, "The Challenge of Parent Education," Exceptional Children 41, No. 8 (May 1975): 554-56; Ruth M. Turner and Danile J. Macy, "Involving Parents in Special Programming," The Journal of School Health 50, No. 5 (May 1980): 281-84.

Some studies also showed academic growth in the children following the parent programs.

Many authors¹ note that parents of special education students frequently need counseling themselves to enable them to deal with their own feelings and concerns. Counselors can help parents solve their problems either through individual sessions, group sessions which include other special education parents or including both regular and special education parents. Group counseling could provide opportunities for parents to discover the concern they share with other parents, whether or not the parents have a handicapped child, and to learn from the experiences of others who have faced similar problems. Those articles which discuss parent involvement deal with program development, needs of parents, techniques to use, and or-

¹William C. Adamson, "Helping Parents of Children with Learning Disabilities," Journal of Learning Disabilities 5, No. 6 (June/July 1972): 326-30; Ault, Guidance Services, 1975; Leroy Baruth and Margaret Burggraf, Readings in Counseling Parents of Exceptional Children (Guilford, Conn: Special Learning Corporation, 1979); Margaret Z. Burggraf, "Consulting with Parents of Handicapped Children," Elementary School Guidance and Counseling 13, No. 3 (Feb. 1979): 214-21; Betsy Christensen and Richard R. DeBlassie, "Counseling with Parents of Handicapped Adolescents," Adolescence 15, No. 58 (Sum. 1980): 397-407; Patricia Gold and Lee J. Richmond, "Counseling Parents of Learning Disabled Children," Elementary School Guidance and Counseling 14, No. 1 (Oct. 1979): 16-21; Doreen Kronick, "Educational and Counseling Groups for Parents," Academic Therapy 13, No. 3 (Jan. 1978): 355-89; Doreen Kronick, "Parent Education and Counseling Groups," Academic Therapy 13, No. 4 (March 1978): 485-89; Mary R. Prescott and H. Ronald Hulnick, "Counseling Parents of Handicapped Children: An Empathic Approach," Personnel and Guidance Journal 58, No. 4 (Dec. 1979): 263-66; Mary R. Prescott and Karen L. W. Iselin, "Counseling Parents of a Disabled Child," Elementary School Guidance and Counseling: 12, No. 3 (Feb. 1978): 170-77.

ganization techniques. No information is provided on the effectiveness of those programs where they have been implemented.

Effects on Counseling Profession

Several authors have turned their attention to the opportunity now available for counselors to have a direct impact on the definition of their role in the education of special education students. Authors have identified key activities which the counselor can use to aid the education of special education students. The first area authors address is the law, particularly P.L. 94-142, and how it affects the counselor's role.¹ These authors summarize the law, its requirements on school systems, and ways the counselor can be involved in helping to implement the law. They also argue a need for counselors to become informed of the law's specifics and to help interpret them to staff and parents. Counselors also need to be aware of all legal decisions and laws that affect their counselor role in working with all students.² This involves the areas of certification, privacy, malpractice, and acting as a court witness. A new statute that will affect counselors and their

¹Hohenshil and Humes, 221-27; Huckaby and Daly, 70-72; Humes, "School Counselors and P.L. 94-142," 192-95; Noble and Kampwirth, 164-70; Sproles, Panther, and Lanier, 210-12.

²Wesley Huckins, Ethical and Legal Considerations in Guidance (Boston: Houghton Mifflin, 1968).

involvement with special education students is the Carl D. Perkins Act.¹ This act mandates guidance/counseling for special education students in conjunction with their vocational needs. This act also has implications for in-service and pre-service training.

Lombana² surveyed Florida school counselors to identify in-service needs in the area of special education. She found counselors spending a large portion of their time with special education students and/or their program. Counselors identified the areas needed for in-service training arguing that knowledge of characteristics, materials, activities, and tests were most essential. The law has important implication for counselor involvement in the student's IEP. Humes II, Kameen and McIntosh and Kameen and Parker recommend direct involvement in the IEP through the entire process, including referral, evaluation, staffing, implementation, and evaluation. These authors also recommended the inclusion of affective goals in the IEP process.³

¹Lynda L. West, "The Carl D. Perkins Act Mandates Guidance/Counseling for Special Needs Learner," Effective Counseling 4, No. 1 (Spring 1986).

²Judy H. Lombana, "Guidance of Handicapped Students: Counselor In-Service Needs," Counselor Education and Supervision 19, No. 4 (June 1980): 269-75.

³Humes, "Counseling IEPs," 87-91; Kameen and McIntosh, 238-44; Kameen and Parker, 189-96; Stamm and Nissman.

Wyne and Skjei¹ reviewed the literature and found that little information exists and little empirical research has been done with respect to counselors working with exceptionalities. They recommend that the counseling profession: (1) develop a knowledge base on exceptional students that can be supported by empirical research, (2) encourage counselors to have direct contact with special students during their training program, (3) train counselors to be resource people for classroom teachers, and (4) train counselors to establish counseling objectives and evaluation techniques.

Several surveys of school counselors² identify a need for counselor trainers to assist counselors in their work with handicapped students on an in-service basis. The authors report that counselors are spending a major portion of their time working with special populations but often lack the training to be effective in their jobs. Some of these studies report surveys of counselors, who identified their needs for additional training to ensure their working effectively with special education students. These surveys also identified a need to re-examine current training programs. School counselors are frequently not required or urged to take any courses dealing with special

¹Wyne and Skjei, 828-35.

²Lombana, "Guidance of Handicapped Students: Counselor In-Service Needs," 269-75; Dayton L. Musselman, "Mainstreaming Guidance: With or Without Counselors?" Counselor Education and Supervision 16, No. 2 (Sept. 1976): 6-12; Hugh I. Peck and Billie P. Jackson, "Do We Make a Difference? A State Evaluation," Elementary School Guidance and Counseling 10, No. 3 (March 1976): 171-76; Saunders and Sultana, 559-61.

education, although new state certification requirements may change this. A discrepancy apparently exists between training programs and the actual requirements of the job.

Several research articles present reports of programs in the schools aimed at special populations or their parents.¹ These programs involve mainstreaming students, developing effective IEP teams, educating parents, and working with regular students when special students are integrated. The Cormany study showed that students who received counseling and extensive evaluation were more likely to receive passing grades at the end of the academic year.² Other programs reported on counselors assuming the consultant role in working with teachers and administrators.³ These programs

¹Laurence D. Becker, Nila N. Bender, and Kathleen K. Kawaba, "Exceptional Parents: A Survey of Programs, Services and Needs," Academic Therapy 15, No. 5 (May 1980): 523-38; Martin A. Feldman, Robert Byalick, and Marion Preston Rosedale, "Parents and Professionals: A Partnership in Special Education," Exceptional Children 41, No. 8 (May 1975): 551-54; Charles A. Maher, "Training Special Service Teams to Develop IEPs," Exceptional Children 47, No. 3 (Nov. 1980): 206-11; Robert A. Melone, "Little Things Mean a Lot: Implementing a Program to Meet the Needs of the Retarded," The School Counselor 20, No. 1 (Sept. 1972): 52-56; Ruth Meredith and Jacques S. Benninga, "Counseling with Parents to Benefit Children," Elementary School Guidance and Counseling 14, No. 1 (Oct. 1979): 36-42.

²Robert B. Cormany, "Returning Special Education Students to Regular Classes," Personnel and Guidance Journal 48, No. 8 (April 1970): 641-46.

³Dan Carrington, Art Cleveland, and Clark Ketterman, "Collaborative Consultation in the Secondary Schools," Personnel and Guidance Journal 56, No. 6 (Feb. 1978): 355-58; Richard D. Judah, "Multimodal Parent Training," Elementary School Guidance and Counseling 13, No. 1 (Oct. 1978): 46-54; Patricia J. Maslon, "The School Counselor as Collaborative Consultant: A Program for Counseling and Teachers in the Secondary School Classroom," Adolescence 9, No. 33 (Spring 1974) 97-106; Alan Riley, "A Comprehensive

created benefits for all the students. The success of P.L. 94-142 has been that many more special education students are receiving services and many are receiving their education in the mainstream of the public school. Numerous problems have been addressed but not all have been solved. Thiers¹ discussed the steps taken so far and their effect on counselors. She also points out that the 1986 amendments specify counseling services be provided if they will help special education students profit from their education.

Two research studies² have surveyed the changing role of elementary counselors, their training needs, and how they perceive their current role as a school counselor. These studies reported that elementary counselors spend most of their time working in counseling sessions, consulting, evaluating pupils, helping parents, and referring clients to other sources. The studies also identified deficit areas in counselor training and needs for future training. Two additional studies³ surveyed several groups about their perceptions of the

Guidance Program," Elementary School Guidance and Counseling 13, No. 14 (April 1979): 262-68.

¹Naomi Thiers, "Mainstreaming Still a Struggle," Guidepost 29, No. 16 (April 16, 1987).

²Michael J. Furlong, Donald R. Atkinson, and Dean S. Janoff, "Elementary School Counselors' Perceptions of Their Actual Role and Ideal Role," Elementary School Guidance and Counseling 14, No. 4 (Oct. 1979): 4-11; Nancy H. Wilson and Joseph C. Rotter, "Elementary School Counselor Enrichment and Renewal," Elementary School Guidance and Counseling 14, No. 3 (Feb. 1980): 178-87.

³Donald R. Atkinson, et al. "The Role of the Counselor as a Social Activist: Who Supports It?" The School Counselor 25, No. 2 (Nov. 1977): 85-91; Richard S. Dunlop, "Professional Educators, Parents, and Students

elementary school counselor's role. These results identified academic and vocational counseling as the primary role of counselors, followed by assessment. Counselors were able to identify their professional role and distinguish their purpose from that of classroom teachers. Most groups did not see the elementary counselor as a change agent or ombudsman. The authors recommend that counselors use public relations techniques to help explain their role to other groups.¹ Articles by McClary and Roeber² deal with effective techniques in interpreting guidance programs to school personnel and students. They both state that the most successful interpretation is relatively informal and that interpretation should be viewed as a continual process. A complete organizational structure and clearly defined goals are essential. A guidance program, they believe, is more readily accepted if all school populations are involved in its development. Crossland, Fox, and Baker³ cite an example where all professional roles (including the counselors) and responsibilities were specifically established after P.L. 94-142. Later, when percep-

Assess the Counselor's Role," Personnel and Guidance Journal 43, No. 10 (June, 1965): 1024-1028.

¹Robert O. Kelly, "Measuring Your P.R. Pulse," 184-86; Odell, 150-55.

²George O. McClary, Interpreting Guidance Programs to Pupils (Boston: Houghton Mifflin, 1968); Roeber, Interpreting Guidance Programs.

³Cathy L. Crossland, Barbara J. Fox, and Robin Baker, "Differential Perceptions of Role Responsibilities among Professionals in the Public School," Exceptional Children 48, No. 6 (April 1982): 536-38.

tions were measured, they found discrepancies in what the groups perceived others were supposed to be doing. They interpreted this finding as an indication of a strong need for public relations work to see that all groups clearly understand one another's role.

An additional pair of studies examined the time counselors spend with special education students. A survey by Lebsock and DeBlassie¹ surveyed counselors and found that while counselors were involved with special students, 43% had no special education training. A survey of special education teachers on their viewpoint of the counselor's role, indicated that the primary areas for counselor involvement were individual counseling, parent counseling, and teacher consultation.² They felt the focus of counselor activities should be primarily attitudinal, behavioral, and interpersonal. No comparison to counselor viewpoints was made.

The literature indicates a need for active counselor involvement in the total program of special education students. However, there appears to be no precise definition or description of the counselor's role. The model developed in Chapter 1 covers the areas emphasized most frequently in the literature. To date, little research has been done concerning how other select

¹Marjean S. Lebsock and Richard R. DeBlassie, "The School Counselor's Role in Special Education," Counselor Education and Supervision 15, No. 2 (Dec. 1975): 128-34.

²Marilyn C. Kameen and Charles H. Huber, "Counselors and Disabled Children: The Special Educator's Viewpoint," The School Counselor 27, No. 1 (Sept. 1979): 24-27.

groups involved with the special education students perceive the counselor's role. The research that has been done¹ shows some discrepancy among perceptions of the select groups regarding the extent to which counselors should be involved with special education students. These studies examined the counselor role from the viewpoint of one additional select group or the overall counselor role in the school. These studies have not examined the perceptions of all the groups that have direct contact with special education students.

The lack of a specific role description for counselors in working with special education students needs to be rectified. Counselors can help to develop this role description, using their knowledge and training. However, in order to ensure successful implementation it is essential that counselors know how other select groups within the system perceive their role.

The first step in developing an effective counseling program in a school system is to establish a model or theory of what is involved.² The model should focus on interactions in the program of all students and then center on the services to be provided to special education students. The model structure should then lead to specific program objectives. Among other

¹Cormany, 641-46; Kameen and Huber, 24-27.

²Bentley.

things, these objectives will affect the selection of staff.¹ Schools need to work cooperatively with universities to insure that counselors are trained in the areas required by the counselors' role description. The development and staffing of counselor programs should involve all professional groups working with the students. This helps counselors to be aware of how other professional groups within the system perceive the counselor's role.

Another essential ingredient of a counseling program is evaluation. Cramer, et al.² discuss the importance of using acceptable scientific approaches to research in the counseling program, especially during program evaluation. The purpose of the evaluation study would be to up-date or modify current programs. A descriptive survey type research provides information concerning the current situation and the basis for making future recommendations about future actions.³ Counselors can identify the perceptions of their role from the viewpoint of the select groups directly and indirectly involved with special education students.

¹Hill.

²Cramer, et al.

³John W. Best, Research in Education (Englewood Cliffs, N.J.: Prentice-Hall, 1977); Walter R. Borg and Meredith D. Gall, Educational Research: An Introduction, (New York: David McKay, 1971); Cramer, et al.; Good.

Summary

This literature review indicates that there are numerous problems in defining the counselor's role related to regular and special education students and discrepancies in the perceptions of that role. It has been shown that counselors are and will continue to be working with special education students, even though their exact function remains unclear.

Several steps are necessary to rectify this problem. The first step is to establish a model that specifies the tasks counselors should assume in serving special education students directly or indirectly. Such a model was presented in Chapter 1. The second step is to determine how other select groups within the system perceive these tasks. Prior research shows that counselors and other groups in the school often have different perceptions of the counselor's role. The third step is for counselors to work with select groups to eliminate discrepancies in perceptions and perform public relations tasks to explain their view of the counselor's role. Research shows that counselor performance is affected by other groups in the school. The final step is implementation of the revised model.

CHAPTER 3

Design of the Study

Dillman's¹ Total Design Method was used to develop the survey procedure. Dillman cited numerous studies where mail surveys following the guidelines he established were successful. He argued that mail surveys can be effective and avoid the high costs of face-to-face interviews. Other researchers, Carpenter, Cox, et al., Etzel and Walker, Hinrichs, Linsky, and Wiseman² have found surveys to have higher return rates when correspondence is personalized, postage is hand stamped, and follow-up letters are used. Each of these factors was incorporated in the Total Design Method.

¹Don A. Dillman, Mail and Telephone Surveys: The Total Design Method (New York: John Wiley and Sons, 1978).

²Edwin H. Carpenter, "Personalizing Mail Surveys: A Replication and Reassessment," Public Opinion Quarterly 38, No. 4 (1974-75): 614-20; Eli P. Cox, W. Thomas Anderson, and David G. Fulcher, "Reappraising Mail Survey Response Rates," Journal of Marketing Research 11, No. 4 (1974): 413-17; Michael J. Etzel and Bruce I. Walker, "Effects of Alternative Follow-Up Procedures on Mail Survey Response Rates," Journal of Applied Psychology 59, No. 2 (1974): 219-21; J.R. Hinrichs, "Effects of Sampling, Follow-up Letters, and Commitment to Participation on Mail Attitude Survey Responses," Journal of Applied Psychology 6, No. 2 (1975): 249-51; Arnold S. Linsky, "Simulating Responses to Mailed Questionnaires---A Review", Public Opinion Quarterly 39, No. 1 (1975): 82-101; Frederick Wiseman, "Factor Interactive Effects in Mail Survey Response Rates", Journal of Marketing Research 10, No. 3 (1973): 330-33.

Kerlinger¹ also noted some of the advantages of the survey method, describing it as "economical" when the quantity and quality of information gathered is considered. The mail survey method was selected in this study as the most effective way of collecting the opinions of the select groups.

A study by Evans² examined the perceptions of three select groups on the actual and ideal role of the special education resource room teacher. Three groups (principals, classroom teachers, and resource room teachers) were asked to give their perceptions on the percentage of time the resource room teacher spent on eight different tasks and what the ideal percentages of work time should be. The three groups were in agreement in four areas but there were significant differences in the actual and ideal role in communication, consultation, clerical, and miscellaneous tasks.

It is also important, however, to take the measure of perceptions one step further than Evans' study. The extra step involves examining the perceptions of what is feasible within the present school system. It is valuable to know what counselors are actually doing and what is desired, but it is also important to compare that information with what selected professionals believe is feasible.

¹F. N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart and Winston, 1965).

²Susan Evans, "Perceptions of Classroom Teachers, Principals, and Resource Room Teachers of the Actual and Desired Roles of the Resource Room Teachers," Journal of Learning Disabilities 14, No. 10, (Dec. 1981): 600-03.

Instrument Development

A search of the literature identified common roles for school counselors at the middle, junior high, and/or senior high school levels. The search placed particular emphasis on identifying roles or tasks related to special education students (all exceptionalities). The American School Counseling Association guidelines¹ were used as a source. Research studies were then examined to determine tasks that counselors or other professional groups had identified as being an important part of the counselor's role description. Role theories and models were also examined to identify any additional job tasks.

Each specific task was evaluated to determine in which cell of the model it should be placed. All the tasks identified corresponded with at least one cell and tasks were found for all components of the model. Relating the instrument items to the model helped to determine the content validity of the instrument. The roles or tasks which were identified were presented in statements that would describe a professional assignment as it relates to services for special education students. These statements were then organized into an instrument that could be used for surveying identified groups (see Appendix A for original instrument and a description of how each item relates to the model). This instrument was reviewed by counselor trainers and counselor supervisors, who recommended that duplication be eliminated by referring to

¹ASCA, "Tentative Guidelines for Implementation of the ASCA Statement of Policy for School Counselors."

tasks in general, rather than according to each type of audience (individual, small group, or large group). The revised items were then arranged into a field test instrument. This instrument was printed with a cover letter and distributed in the Kansas City, Kansas Public Schools (see Appendix B for field test instrument and cover letter).

The Kansas City, Kansas district was selected because it has an organizational structure and scope of services offered to special education students similar to that of the district targeted for the actual study. Three high schools were included in the field test. The high school served by the researcher was eliminated from the study to avoid bias. All administrators (12) and counselors (10) at the three schools were included. A random sample of school psychologists (10 of 20), special education teachers (10 of 18), and regular education teachers (10 of 177) were selected using a randomization table. Parents of special education students at one high school were contacted asking them to voluntarily participate in the field study. No parents responded.

Each individual in the field study received a copy of the survey instrument and was asked to assist in determining its face validity. They were asked to comment on four aspects of the instrument:

1. Are the instructions clear,
2. Is the survey easy to complete,
3. Are there duplicate questions,
4. Are any important questions omitted?

Responses were incorporated into the final revision of the instrument. The revision included combining some questions and eliminating others. The survey directions were also revised and expanded to include definitions of terms that appeared unclear. See Appendix C for the final instrument as it was used in the study.

Sample Selection

The study was designed to examine a single school district so that the select groups would be providing opinions on the same program. A suburban school system was selected in order to insure a large enough sample size for each select group. The survey was performed in the North Kansas City School District in Kansas City, Missouri. This school district does not require district approval for studies which seek the opinions of staff members if the study does not involve students. The district has three high schools (grades 9-12) and four middle schools (grades 6-8).

All administrators (20), counselors (21), and school psychologists or learning specialists (10) were surveyed. A copy of the district's staff by school and professional position for the 1984-85 school year was used to select a random sample of special education (20) and regular education teachers (20) by using a randomization table.

The Shawnee Mission School District of Shawnee, Kansas was later contacted for use in the study in order to provide a comparison of two suburban districts in the same metropolitan area with similar organization

plans. The district approval process required by the Shawnee Mission system was completed in February, 1985. The next step in the district's process requires researchers to obtain approval from each building administrator. (Fifteen schools and the director of special education were contacted.) A follow-up contact was made by mail and a second follow-up by phone. Only eight administrators had responded (four accepting and four rejecting) by May 1. Those accepting specified which staff members in their building were to participate in the sample. Due to these restrictions (no longer allowing for randomization) and lack of response (total district not being represented) the second district was not used in the study. See Appendix D for copies of research application, approval, and correspondence with the Shawnee Mission District.

Survey Method

All subjects in the North Kansas City school district were mailed a copy of the survey instrument, a cover letter explaining the research project, and a stamped self-addressed envelope (See Appendix C). All correspondence was personally addressed and mailed to the subjects at their school. Pre-stamped postage was used on original mailing and return envelopes. The return envelopes were coded so that the researcher would have a record of responses. No coding was used on the survey instrument to allow for the instrument to remain anonymous. Subjects not responding to the initial

survey were mailed a follow-up letter, an additional instrument, and self-addressed stamped envelope. See Table 1 for a breakdown of response rates.

TABLE 1
RESPONSE RATES FOR SURVEY INSTRUMENT

Group	Number in Sample	Total Returned (%)	Usable Surveys (%)
Administrators	20	17 (85%)	17 (85%)
Counselors	21	15 (71%)	13 (62%)
Psychologists or Learning Specialists	10	4 (40%)	4 (40%)
Regular Education Teachers	20	14 (70%)	11 (55%)
Special Education Teachers	20	15 (75%)	14 (70%)
Total	91	65 (71%)	59 (65%)

Analysis

The data was analyzed to obtain a mean for each select group in the three measurement areas (actual, desirable, and feasible) on all 55 items included in the survey. Means were also calculated for the total sample. See Table 2 for the available data.

TABLE 2
AVAILABLE MEANS

Group	Actual	Desirable	Feasible
Administrators	$\overline{A1}$	$\overline{D1}$	$\overline{F1}$
Counselors	$\overline{A2}$	$\overline{D2}$	$\overline{F2}$
Psychologists or Learning Specialists	$\overline{A3}$	$\overline{D3}$	$\overline{F3}$
Regular Education Teachers	$\overline{A4}$	$\overline{D4}$	$\overline{F4}$
Special Education Teachers	$\overline{A5}$	$\overline{D5}$	$\overline{F5}$
Total	\overline{Xa}	\overline{Xd}	\overline{Xf}

The null hypotheses for the study are:

- (1) There is no difference between the perceptions of what select groups perceive middle and senior high school counselors are actually doing in the education of middle and senior high school special education students and what they perceive as desirable and feasible alternatives.

$$H_01 \quad \overline{Xa} = \overline{Xd} = \overline{Xf}$$

- (2) There is no difference between middle and senior high school administrators' perception of what counselors are actually doing in the education of middle and senior high special education students and what they perceive as desirable and feasible alternatives.

$$Ho2 \quad \overline{A1} = \overline{D1} = \overline{F1}$$

- (3) There is no difference between middle and senior high school counselors' perception of what they are actually doing in the education of middle and senior high special education students and what they perceive as desirable and feasible alternatives.

$$Ho3 \quad \overline{A2} = \overline{D2} = \overline{F2}$$

- (4) There is no difference between middle and senior high school psychologists' perception of what counselors are actually doing in the education of middle and senior high special education students and what they perceive as desirable and feasible alternatives.

$$Ho4 \quad \overline{A3} = \overline{D3} = \overline{F3}$$

- (5) There is no difference between middle and senior high school regular education teachers' perception of what counselors are actually doing in the education of middle and senior high special

education students and what they perceive as desirable and feasible alternatives.

$$H_{o5} \quad \overline{A4} = \overline{D4} = \overline{F4}$$

- (6) There is no difference between middle and senior high school special education teachers' perception of what counselors are actually doing in the education of middle and senior high special education students and what they perceive as desirable and feasible alternatives.

$$H_{o6} \quad \overline{A5} = \overline{D5} = \overline{F5}$$

- (7) There is no difference between select groups regarding their perceptions of what counselors are actually doing in the education of middle and senior high school special education students.

$$H_{o7} \quad \overline{A1} = \overline{A2} = \overline{A3} = \overline{A4} = \overline{A5}$$

- (8) There is no difference between select groups regarding their perceptions of what is desirable for counselors to be doing in the education of middle and senior high school special education students.

$$H_{o8} \quad \overline{D1} = \overline{D2} = \overline{D3} = \overline{D4} = \overline{D5}$$

- (9) There is no difference between select groups regarding their perceptions of what is feasible for counselors to be doing in the

education of middle and senior high school special education students.

$$H_0: \bar{F}_1 = \bar{F}_2 = \bar{F}_3 = \bar{F}_4 = \bar{F}_5$$

Data Organization

The data analysis will be presented in two forms. An analysis of variance will be used to determine if the differences between the total perceptions of the actual role (\bar{X}_a) are significantly different (at the .05 level) from the alternatives that are seen as both desirable and feasible ($\bar{X}_a = \bar{X}_d = \bar{X}_f$). An analysis of variance will also be used to determine if the same differences are significant (.05) for the select groups ($\bar{A}_1 = \bar{D}_1 = \bar{F}_1$, $\bar{A}_2 = \bar{D}_2 = \bar{F}_2$, $\bar{A}_5 = \bar{D}_5 = \bar{F}_5$).

An analysis of variance will then be calculated to determine if the differences in perception of the actual role as seen by the select groups is significantly different (.05) ($\bar{A}_1 = \bar{A}_2 = \bar{A}_3 = \bar{A}_4 = \bar{A}_5$), if there is a difference in perceptions of desirable role ($\bar{D}_1 = \bar{D}_2 = \bar{D}_3 = \bar{D}_4 = \bar{D}_5$), or if there is a difference in perceptions of feasible roles ($\bar{F}_1 = \bar{F}_2 = \bar{F}_3 = \bar{F}_4 = \bar{F}_5$). These results are presented in an ANOVA summary table. A .05 level of significance was selected due to the small sample size.

The second step will be an item by item analysis to set up a desirability/-feasibility grid (see Figure 3-A) for each select group. The columns indicating 100% and 75% (see survey form in Appendix C) of time were considered as positive responses and the columns indicating 25% and 0% of time were

considered as negative responses. The 50% of time column was considered to be neutral and was ignored for the purposes of the desirability/feasibility grids.

FIGURE 2
DESIRABILITY/FEASIBILITY GRID

Desirable	D/F	D/NF
Not Desirable	ND/F	ND/NF
	Feasible	Not Feasible

CHAPTER 4

Empirical Results

Chapter Organization

The results for the study are summarized in tables that are presented in Appendix E. The discussion of these tables is divided into three sections. The first section will be sub-divided into seven parts presenting items that showed significant differences when comparing the desirable variable versus the actual variable, the desirable variable versus the feasible variable, and the actual variable versus the feasible variable for each area of the model presented in Chapter 1 (counseling, consulting/coordinating, and instructing). These sections are related to the first six null hypotheses. All tables for section one present the mean and standard deviation for each variable being compared and the F statistic for each comparison. Those F statistics showing significant differences are marked according to their level of significance.

Part one of section one summarizes the data for the total population surveyed. Parts two through five summarize the data for each select group (administrators, counselors, regular education teachers, and special education teachers). The school psychologists group was eliminated due to the small number of responses. Parts six and seven summarize the data for each separate school population (middle and high schools). These comparisons were not included in the original null hypotheses, but were added to deter-

mine whether the different age populations being served might affect staff perceptions.

Section two addresses the last three null hypotheses. These results deal with the comparisons of one select group to the other three on each variable (desirable, actual, and feasible). Section three summarizes the desirability/feasibility grids.

Section One, Part One--Total Population

Counseling Questions: Table 3 shows the comparisons of responses to the desirable and actual variables for items one through ten (counseling items). There is a significant difference at the .01 level of significance for items 1, 2, 4, 5, 6, and 7, and at the .05 level of significance for items 3 and 9. All of these items deal with counseling special education students to assist them with problem situations (i.e. academic, social, vocational, communicating, and behaviors). In every case, the sampled populations believe additional counseling is desirable. The only items where no significant differences emerge are those involving separate counseling for special education parents and regular education students regarding their own personal attitudes, feelings, and concerns regarding the special education students.

Table 4 compares desirable versus feasible for the same ten counseling items. There is a significant difference between what this sample feels is feasible and desirable at the .01 level for all ten items. The population saw all items as being more desirable than was feasible in their present school

situation. This would indicate the sampled population views these counselor tasks as desirable but do not see them as feasible at the time of the study.

Table 5 examines the differences between actual and feasible on the counseling items. Once again, there is a significant difference at the .01 level for all items. In this comparison all items are seen as more feasible than was actually occurring. These results indicate that the sample as a whole believe additional counseling, especially for special education students, is both desirable and feasible. The first null hypothesis is rejected for all of the counseling items, except for items number 8 and 10, since there was a significant difference in all comparisons for the other eight items.

Consulting/Coordinating Questions: Items 11 through 28 deal with consulting and coordinating tasks for counselors related to special education students. Table 6 shows that a significant difference exists at the .01 level of significance between what is desirable and what is actually occurring for items 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 24, 25, and 26. No other significant differences exist even at the .05 level. The differences between the means in each of these items shows that the sample believes these deserve more attention than they are currently receiving in their schools. The tasks where no significant difference emerge are those related to the counselor's (1) work with regular education teachers on behavior management programs for special education students; (2) work as an advocate for the needs and rights of special education students and/or their parents; and (3) work as a coordinator of the school's program with outside agencies.

Table 7 summarizes the differences between desirable and feasible levels on the same eighteen consulting/coordinating items. This comparison shows a significant difference between the means for all eighteen items at the .01 level of significance. Sixteen of the eighteen items are viewed as more desirable than feasible. Staff coordination (item 20) and record maintenance are seen as more feasible than desirable.

Table 8 presents the differences between the means for the actual and feasible variables. All items except number 17 are significantly different at the .01 level, and number 17 is significantly different at the .05 level. The sample views these counselor tasks as more feasible than are currently being done. Therefore, the first null hypothesis is rejected for all the consulting/coordinating tasks except for numbers 17, 27, and 28.

Instructing Questions: Table 9 summarizes the results of the desirable versus actual comparison for the twenty-seven instructing questions. This section includes the three questions dealing with the counselors' acquisition of knowledge. The results for twenty items are significantly different at the .01 level of significance and four additional items are significant at the .05 level. The remaining three items where differences are not significant focus on sharing information with the community outside the school and teaching discipline techniques to special education parents. The sampled population agree that the activities dealing with teaching or sharing knowledge with students (special and regular education), school staff, and special education parents regarding the educational process (from identification to scope of

services, including developmental processes, characteristics, etc.) should be increased. The sample also agrees that counselor's should expend more effort acquiring such information.

Table 10 presents the comparisons of the desirable and feasible variables on these same twenty-seven items. As seen in this table, all twenty-seven items were significantly different at the .01 level of significance. In all instances, the task was seen as more desirable than feasible in current school settings.

Table 11 summarized the comparisons of the actual and feasible variables for the twenty-seven instructing items. All items were also significantly different at the .01 level of significance. All items, except number 31, were seen as more feasible than actually happens. Item 31 was happening more than the population thought was feasible. This item concerned counselors conducting in-service programs for regular education teachers concerning special education programs. The first null hypothesis for the instructing items is then rejected for twenty-four of the items. The exceptions being number 36, 40, and 44. All of the remaining items, except 31, indicate the total population sees these counseling tasks as more desirable and feasible than is actually occurring in their school system.

Section One, Part Two---Administrators

Counseling Questions: Table 12 summarizes the comparisons of the administrators' responses regarding the desirable and actual levels for the

tasks included in the ten counseling questions. Items 1, 5, and 7 are significantly different at the .01 level of significance and item 2 is significantly different at the .05 level. Action on all four tasks is seen as more desirable than what actually occurs. Items 1, 2, and 5 cover counseling special education students regarding their academic problems, social problems, and developing effective communication skills. Item 7 involves joint counseling of special education and regular education students to discuss social, educational, and vocational problems.

The comparisons of the administrators' responses regarding desirability and feasibility for the counseling questions are presented in Table 13. Items 1, 2, 4, 5, and 7 are significantly different at the .01 level of significance and items 9 and 10 are significantly different at the .05 level. The tasks are all seen as more desirable than feasible. Questions 1, 2, 4, 5, and 9 cover such counselor tasks as counseling special education students regarding their academic problems, developing effective communication skills, establishing behavioral contracts, and their discipline problems. Question 10 covers counselors' work with special education students' parents in groups to examine their feelings and concerns for themselves and the students.

Table 14 summarizes the final comparison of administrative responses to counseling questions. It shows the comparisons of the differences between the actual and feasible variables. Items 1, 2, 3, 4, 5, 7, 8, and 9 were significantly different at the .01 level of significance and item 20 at the .05 level. Administrators agree that additional effort on all nine tasks is feasible.

Tables 4-J, 4-K, and 4-L show that the second null hypothesis can be rejected for items 1, 2, 5, and 7 because there is a significant difference in all comparisons for these three items.

Consulting/Coordinating Questions: Table 15 presents the results of comparing the administrators' responses to the eighteen consulting/coordinating items on desirable versus actual. Items 11, 14, 15, 16, 18, 19, 20, 22, 23, 24, 25, 26, and 28 are significantly different at the .01 level of significance and items 13 and 21 were significantly different at the .05 level. All these tasks are seen as more desirable. On items 12, 17, and 27 administrators views of actual and desirable are not significantly different. Two of these items concern the tasks of consulting with regular education teachers regarding special education student(s)' program and establishing behavioral management programs. The third item was the task of counselors working as advocates for the special education students.

Table 16 continues the comparisons of administrative responses to consulting/coordinating questions. This table covers administrators' responses regarding desirable versus feasible variables. Responses on all items except 13 and 20 were significantly different at the .01 level. Responses to items 13 and 20 were significantly different at the .05 level. All items, except for 20, were seen as more desirable than feasible. Item 20, coordinating staffings, was seen as more feasible than desirable.

The final summary table, Table 17, deals with administrators responses to consulting/coordinating questions, and summarizes the comparison of actual

versus feasible. Fourteen of the items were significantly different at the .01 level. Item 17 is significantly different at the .05 level. There is no significant difference for items 19, 20, and 23. The first item covers counselors consulting with special education parents regarding the special education program of their students. The other two focus on counselors coordinating staffings and assisting in the development of the IEP. All of the items where the difference is significant, additional effort is seen as feasible. The second null hypothesis can be rejected for items 11, 13, 14, 15, 16, 18, 21, 22, 24, 25, 26, and 28. All of these items show significant differences in the three comparisons.

Instructing Questions: The comparisons of administrators' responses to desirable versus actual on instructing questions are presented in Table 18. There is a significant difference between administrators' views of desirable and actual at the .01 level on items 29, 32, 33, 35, 36, 53, and 54. All the remaining items, except 42, 44, and 46, are significantly different at the .05 level of significance. The nonsignificant items deal with the sharing of special education characteristics, handicapping conditions, and developmental process information with school staff and the community. The third nonsignificant item regards whether counselors should acquire the knowledge related to assessment procedures of special education students. All the significantly different items are seen as deserving more attention than they actually receive.

Table 19 presents the comparisons of the administrators' responses regarding desirable versus feasible. All items are significantly different at the

.01 level, except for item 44 which is significantly different at the .05 level. All of these items are seen as more desirable than feasible.

Table 20 summarizes the comparisons of actual versus feasible on the instructing questions for administrators. All items except three are significantly different at the .01 level. Items 35 and 49 are significantly different at the .05 level. Item 54 shows no significant difference. The latter question deals with sharing knowledge of state and federal legislation related to special education students with the community. All of the significantly different responses show that administrators believe that more effort can be devoted to these tasks than actually occurs. The second null hypothesis identifying no significant difference between the three variables for administrators can be rejected for all items except 42, 44, 46, and 54.

Section One, Part Three---Counselors

Counseling Questions: Table 21 summarizes the results of the counselors' responses to the ten counseling questions. Items 2, 4, 6, and 9 are significantly different at the .01 level of significance. Items 3, 7, and 8 are significantly different at the .05 level. All seven of these tasks are seen as deserving more effort than they actually receive. The three items where there is no significant difference are: (1) working with special education students to help solve their academic problems, (2) developing more effective communication skills, and (3) working with special education parents to allow them to discuss their own feelings and concerns for themselves and their child.

The next table, 22, presents the results of the counselors' responses to the same question, but compares their view of desirable versus feasible tasks. Items 2, 4, 6, 7, 8, and 9 are seen as significantly different at the .01 level of significance. Item 3 is significantly different at the .05 level. Again, items 1, 5, and 10 show no significant difference. Items 2, 4, and 6 are seen as more feasible than desirable. These questions focus on counseling tasks that provide counseling on social problems of special education students, set up behavioral management programs, and discuss social, educational and vocational problems. Items 3, 7, 8, and 9 are viewed as tasks that are more desirable than feasible. The first and last of these tasks involve counseling special education students regarding vocational and/or career choices and discipline problems. The other two items involve counseling special education students together with regular education students to discuss social, educational and vocational problems; and working with regular education students to discuss their attitudes, feelings and expectations of special education students.

Table 23 summarizes the counselors' responses to the same items on the actual versus feasible variables. Items 1, 4, 6, 7, 9, and 10 are significantly different at the .01 level of significance. Items 2, 3, and 5 are significantly different at the .05 level. Only item 8 does not yield a significantly different result. Item 8 deals with counseling regular education students regarding special education students. Additional efforts on all nine items

showing significant differences are viewed as feasible. The third null hypothesis can be rejected for items 2, 3, 4, 6, 7, and 9.

Consulting/Coordinating Questions: Counselor responses to the eighteen consulting/coordinating questions on the desirable and actual variables are summarized in Table 24. All items are significantly different at the .01 level except numbers 16, 17, and 28. Additional effort on thirteen of the fifteen significant items is viewed as more desirable. On the two items the actual level of effort is more than desirable: counselors participating on the staffing team and counselors maintaining records on special education students. Comparisons for desirable versus feasible are summarized in Table 25. All items except 25 are significantly different at the .01 level. Items 11, 12, 14, 16, 20, 26, 27, and 28 were viewed as more desirable than feasible. Items 13, 15, 17, 18, 19, 21, 22, 23, and 24 were seen as more feasible than desirable. This group of questions focuses on the counselor's involvement in the program development of the special education student (staffings, IEP development, meeting with regular education teachers, administrators, and parents, etc.).

Table 26 presents the comparisons of counselors' responses to actual versus feasible on the consulting/coordination items. Items 11, 13, 15, 16, 20, 21, 22, 23, 24, 25, 26, 27, and 28 are significantly different at the .01 level. Items 12, 14, 17, and 18 are significantly different at the .05 level. Only on item 19, consulting with special education students' parents regarding their child's educational program, are counselors' views on actual versus

feasible not significantly different. On all significant items except for numbers 22 and 25 counselors believe they can do more. Items 22 and 25 involve counselor participation as a member of the staffing team and the maintenance of records on special education students. Both of these items are seen as actually happening more than counselors believe to be feasible. The third null hypothesis can be rejected for all consulting/ coordinating items except for 16, 17, 19, 25, and 28.

Instructing Questions: Table 27 summarizes the results of counselor responses to the instructing questions regarding desirable versus actual. Desirable is significantly different from actual at the .05 level for items 30, 33, 36, 42, 49, and 54. Responses on items 34, 37, 40, and 55 were not significantly different. All the remaining seventeen items were significantly different at the .01 level. All the significant items are seen as more desirable than were actually happening. Desirable versus feasible variables comparisons on the same items for counselors are summarized in Table 28. All items, except 30, 32, 34, 43, 44, 45, 47, and 50, are significantly different at the .01 level of significance. All significant items except for 29 and 35 were seen as more desirable than feasible. Items 29 and 35, which involve teaching regular education students about the identification process and teaching parents of special education students about behavior management techniques, are seen as more feasible than desirable.

The final table for this section, Table 29, summarizes the responses to actual versus feasible. All items except 30, 40, and 42 are significantly

different at the .01 level. Items 30 and 42 were significantly different at the .05 level. Item 40 showed no significant difference. All the significant items are seen as more feasible than what actually occurs. The third null hypothesis can be rejected for all items except 30, 32, 34, 37, 40, 43, 44, 45, 47, 50, and 55.

Section One, Part Four---Regular Education Teachers

Counseling Questions: Table 30 compares the regular education teachers' responses to the counseling questions regarding desirable versus actual. Items 1 and 4 are significantly different at the .01 level. No other items show any significant difference. These two items deal with the counselor tasks of counseling special education students regarding their academic problems and helping them set up a behavior management program or contract. These two items were seen as more desirable than actually occurs.

Table 31 shows that there is a significant difference at the .01 level for items 1 and 2 when comparing regular education teachers responses to desirable versus feasible. These questions involve counseling special education students on academic and social problems. There is also a significant difference at the .05 level for items 3, 4, and 9. These questions focus on counseling special education students regarding behavior management and vocational choices, and discussing discipline problems. All five items were seen as more desirable than feasible.

Only items 1 and 6, as seen in Table 32, are significantly different at the .05 level of significance. No items are significantly different at the .01 level. These items involve counseling special education students concerning academic, social, educational, and vocational problems and are seen as more feasible than actually occurs. The fifth null hypothesis can be rejected for item 1 only.

Consulting/Coordinating Questions: Table 33 shows the comparisons of the regular education teachers' responses to the consulting/coordinating questions on desirable versus actual. Item 22 is significantly different at the .01 level of significance, and items 13, 19, and 21 are significantly different at the .05 level. These four items involve helping special education and regular education teachers to develop the student's educational program; consulting with special education parents regarding the educational program; coordinating the development of the IEP; and participating as a member of the staffing team. On all four items regular education teachers feel more attention is desirable.

Table 34 focuses on the same items for regular education teachers, but shows the comparisons of desirable versus feasible. Responses on items 17, 22, and 23 are significantly different at the .01 level and items 15, 24, and 28 are significantly different at the .05 level. All six items are seen as more desirable than feasible. These items deal with providing support for the regular education teachers in implementing the student's program; assisting regular education teachers in establishing behavior management pro-

grams; participating on the staffing team; assisting in the development of the IEP; writing affective goals for the IEP; and coordinating the school's program for special education students with other community resources.

The third table for this section, Table 35, summarizes the regular education teachers responses to the question of actual versus feasible. Items 16 and 18 are significantly different at the .01 level of significance. These questions focus on counselors' assisting regular education teachers in identifying their feelings and attitudes about special education students and consulting with administrators regarding the educational program of special education students. Both items are seen as more feasible than was actually happening. The fifth null hypothesis for the consulting/coordinating questions is accepted for all items. No item is significantly different in all three comparisons.

Instructing Questions: Table 36 presents desirable versus actual comparisons for regular education teachers on the twenty-seven instructing questions. Only on item 52 was the response significantly different and then only at the .05 level. This question involves sharing knowledge of federal and state legislation related to special education students with special education parents. Regular education teachers would like to see more effort in this area.

Table 37 shows comparisons for desirable versus feasible for the same group on the instructing items. Items 42, 44, and 55 were significantly different at the .01 level. Items 30, 34, 35, 40, 45, 49, 50, and 54 are

significantly different at the .05 level. All eleven items are seen as more desirable than feasible in the present situation. These items deal with counselors teaching regular education teachers about the identification process; teaching behavior management and discipline techniques to special education parents; sharing knowledge of special education students' needs and expectations with the community; sharing knowledge of special education students' characteristics, handicapping conditions, and the developmental process with school staff, the community, and students; and sharing knowledge of assessment procedures with the community and students.

The final table for regular education teachers' responses, Table 38, summarizes the comparisons of actual versus feasible. Items 33, 46, and 49 are significantly different at the .05 level and all three items are seen as more feasible than desirable. These items involve (1) disseminating information to parents concerning available resources outside the school; (2) acquiring the knowledge of special education assessment procedures; and (3) sharing the knowledge of the assessment procedures with the community. The fifth null hypothesis can be also accepted for all twenty-seven items. None of the items are significantly different in all three comparisons.

Section One, Part Five---Special Education Teachers

Counseling Questions: Table 39 summarizes the data from special education teachers' responses to the desirable and actual variables. Item number 9 is seen as significantly different at the .01 level of significance.

This question concerned the counselor task of working with special education students regarding their discipline problems. This task is seen as more desirable than actually happens.

The second table in this section, Table 40, compares desirable versus feasible on the same items for special education teachers. Items 2, 4, 6, and 10 are significantly different at the .01 level of significance; and items 5 and 9 are significantly different at the .05 level. All six items are seen as more desirable than feasible. These items involve counselor tasks of counseling special education students regarding their social problems (as related to their handicap); setting up behavior management programs; developing effective communication skills; discussing social, educational, and vocational problems; discussing discipline problems; and discussing with parents their feelings and concerns.

The final table, Table 41, which focuses on counseling questions for special education teachers, summarizes the comparisons of actual versus feasible. Items 1 and 10 are significantly different at the .01 level and item 9 is significantly different at the .05 level of significance. All three items are seen as more feasible than desirable. These tasks are counseling special education students regarding their academic problems and their discipline problems, and counseling parents about their feelings and concerns. For the counseling questions, the sixth null hypothesis is rejected only for item 9.

Consulting/Coordinating Questions: Table 42 presents the results of the comparisons of the special education teachers' responses regarding

desirable versus actual on the eighteen consulting/coordinating items. Only item number 16 was found to be significantly different and then only at the .05 level. This question focuses on the counselors work with regular education teachers in identifying their own feelings and attitudes toward special education students and is seen as more desirable than actually occurs.

Table 43 presents the special education teacher's responses regarding desirable versus feasible on the same eighteen items. In this comparison, items 16, 19, 20, 21, 23, 24, 25, and 26 are significantly different at the .01 level, while items 14, 27, and 28 were significantly different at the .05 level. All items are seen as more desirable than feasible in the present system. The tasks involve counselors' participation in the observation and evaluation process; assisting regular education teachers regarding their own feelings and attitudes toward special education students; consulting with parents regarding the educational program; coordinating staffings and the development of the IEP; assisting in the development of the IEP and writing affective goals; maintaining the special education student's records; interpreting the special education students' needs to staff; working as an advocate for students and parents; and coordinating the school's program with other community resources.

Table 44 presents the final consulting/coordinating comparisons for the special education teachers, the actual versus feasible comparisons. Item 18 is significantly different at the .01 level, while items 15 and 25 are significantly different at the .05 level. All three items are seen as more feasible than

desirable. These questions involve supporting regular education teachers in implementing a special education student's program; consulting with administrators regarding educational programs of the special education students; and maintaining special education students records. The sixth null hypothesis is accepted for all eighteen items in this section because no item is significantly different in all three comparisons.

Instructing Questions: Table 45, the first of the tables summarizing the special education teachers' responses to the instructing questions, presents comparisons for desirable versus actual. Only item 45 is significantly different and then only at the .05 level. The task is seen as more desirable and deals with counselors sharing knowledge related to the characteristics, handicapping conditions, and the developmental process with students.

Table 46 shows comparisons for desirable versus feasible for the same group and items. In this instance, items 40, 42, 45, 48, and 51 are significantly different at the .01 level. Items 36, 38, 39, 43, 46, 52, 53, and 54 are significantly different at the .05 level. All thirteen items are seen as more desirable than feasible. These items included counselors' tasks of teaching parents discipline techniques; sharing knowledge of special education students' needs and expectations with parents, school staff, and the community; sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with school staff, parents, and students; acquiring knowledge of assessment procedures and legislation related to

special education students; and sharing knowledge of this legislation with parents and regular education teachers.

The final table summarizing results for special education teachers, Table 47, presents the comparisons of actual versus feasible on the instructing questions. Items 33 and 34 are significantly different at the .01 level, while item 51 is significantly different at the .05 level. All three items are seen as more feasible than actually occur. These items include counselor tasks of disseminating information to parents regarding outside resources, explaining academic related activities to parents for use with their student, and acquiring knowledge of legislation related to special education students. The sixth null hypothesis is accepted for all instructing items since none are significantly different in all three comparisons.

Section One, Part Six---Middle School Staff

Counseling Questions: Table 48 presents the first set of variable comparisons (desirable versus actual) for the middle school populations' responses to the counseling questions. Items 1 and 7 are significantly more desirable than actually occurs (at the .01 level). These items cover counseling special education students regarding their academic progress and counseling special education students with regular education students regarding social, educational, or vocational problems.

Table 49 presents desirable versus the feasible comparisons for the middle school population. These comparisons show that items 1, 2, 4, 7, and

9 are significantly different at the .01 level of significance and that item 10 is significantly different at the .05 level. All six items are seen as more desirable than feasible. Items 2, 4, 9, and 10 focus on counseling special education students regarding social problems they experience because of their handicap; setting up behavior management programs; discussing their discipline problems; and counseling special education parents to discuss their feelings and concerns for themselves and their child.

Table 50 presents the final comparisons for the middle school populations responses to the counseling questions. These focus on actual versus feasible. Items 1, 4, 6, 7, 9, and 10 are significantly different at the .01 level and items 2 and 8 are significantly different at the .05 level. All of these items are seen as more feasible than actually occurs. Items 6 and 8 involve counseling special education students about social, educational, or vocational problems and counseling regular education students about their attitudes, feelings, and expectations for special education students. Only items 1 and 7 are significantly different in all three comparisons.

Consulting/Coordinating Questions: Table 5 shows that when comparing desirable and actual responses for middle school populations on the consulting/coordinating questions, items 11, 12, 14, 18, 19, 21, 22, 23, and 25 are significantly different at the .01 level. In addition, items 16, 20 and 24 are significantly different at the .05 level. All eleven items are seen as more desirable than actually occurs. These significant counselor tasks are: consulting with special education and regular education teachers regarding

special education students' programs; participating in the observation and evaluation of students; assisting regular education teachers in identifying their feelings and attitudes toward special education students; consulting with administrators and parents regarding education programs of special education students; coordinating staffings and the development of the IEP; participating as a member of the staffing team; assisting in the development of the IEP and writing affective goals for the IEP; and maintaining the records on special education students.

Table 52 summarizes the results of the middle school responses to the consulting/coordinating questions on the desirable versus the feasible variables. Items 11, 12, 14, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 26, 27, and 28 are significantly different at the .01 level and item 20 is significantly different at the .05 level. The significant items in this section that did not appear above (15, 16, 17, 26, 27, and 28) deal with the following counselor tasks: providing support for the regular education teacher in implementing a special education student's program; assisting regular education teachers in establishing behavior management programs; consulting with special education parents regarding the educational program of their child; coordinating staffings; interpreting special education students' needs to staff; working as an advocate for needs and rights of special education students and/or their parents; and coordinating the school's program for special education students with other community resources. Except for items 19, 20, 21, and 23, all tasks were seen as more desirable than feasible.

Table 53, the final table dealing with consulting/coordination questions for the middle school responses, presents actual versus feasible comparisons. These results indicate that items 11, 12, 14, 15, 16, 18, 21, 22, 23, 24, 25, and 26 are significantly different at the .01 level of significance and item 27 is significantly different at the .05 level. All these tasks are seen as more feasible than actually occurs. The results for items 11, 12, 14, 16, 18, 21, 22, 23, 24, and 25 were significantly different from zero in all three comparisons.

Instructing Questions: Table 54 presents the results for desirable versus actual comparisons for middle school responses to instructing questions. Items 32, 37, 38, 39, 40, 41, 43, 45, 46, and 47 are significantly different at the .01 level. Items 34, 42, and 44 are significant at the .05 level. All thirteen items are seen as more desirable than actually occurs. These items are directed at the following counselor tasks: disseminating information to parents concerning the school's special education program; acquiring knowledge of special education students' needs and expectations and sharing this with parents, school staff, and the community; acquiring knowledge of special education characteristics, handicapping conditions and the developmental process and sharing this knowledge with school staff, parents, the community, and students; and acquiring knowledge of special education assessment procedures and sharing this knowledge with parents.

Table 55 continues the presentation of results of middle school staff responses to instructing questions, showing the responses for desirable

versus feasible comparisons. Items 29, 30, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, and 55 are all significantly different at the .01 level. All items are seen as more desirable than feasible in the present school situation. Items not described above (33, 35, 36, 48, 49, 50, 51, 52, 53, 54, and 55) are directed at the following counselor tasks: teaching regular education students and teachers about the identification of handicapped populations; disseminating information to parents concerning available resources outside the school; teaching special education parents behavior management and discipline techniques; sharing knowledge of special education assessment procedures with school staff, the community, and students; and acquiring the knowledge of federal and state legislation related to special education students and sharing that knowledge with special education parents, regular education teachers, the community, and students.

The final table, Table 56, covers middle school staff responses about actual versus feasible comparisons. Items 30, 32, 34, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, and 52 are significantly different at the .01 level. Items 29, 33, 36, 37, 53, and 55 are also significantly different at the .05 level. All of these items, except item 53, which involved sharing knowledge of federal and state legislation related to special education students with regular education teachers, are seen as more feasible than actually occurs in the sampled middle schools. Items 32, 34, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, and 47 are significantly different from zero in all three comparisons.

Section One, Part Seven---High School Staff

Counseling Questions: Table 57 presents the results of the high school staff's responses to the counseling questions comparing desirable versus actual. Items 1, 4, 5, and 6 are significantly different at the .01 level. Item 2 is significantly different at the .05 level. All significant items are seen as more desirable than actually occurs. These items focus on counseling special education students about their academic progress and social problems they experience because of their handicap, setting up behavior management programs, developing effective communication skills, and discussing social, educational, or vocational problems.

Results of comparisons for the same group on desirable versus feasible for the counseling questions are summarized in Table 58. In this case, all ten counseling items are significantly different at the .01 level. The items are all seen as more desirable than feasible in the present school setting.

Actual versus feasible comparisons for the high school staff's responses to counseling questions are presented in Table 59. Items 1, 2, 4, 5, 6, 7, and 9 are significantly different at the .01 level. The remaining three items (3, 8, 10) are significantly different at the .05 level. All ten items are seen as more feasible than actually occurs. The five significantly different items (1, 2, 4, 5, 6) from the first comparison for high school staff are found to be significant in all three comparisons.

Consulting/Coordinating Questions: Table 60 shows the results for the high school staff's responses to the consulting/coordinating questions and comparisons for desirable versus actual variables. Items 11, 13, 14, 15, 19, 20, 21, 24, 25, and 26 are significantly different at the .01 level. Items 16, 18, 22, and 23 are significantly different at the .05 level. These items are all seen as more desirable than actually happens. The four items not seen as significant deal with the following counselor tasks: consulting with regular education teachers regarding special education students' programs; assisting regular education teachers in establishing behavior management programs for special education students; working as an advocate for needs and rights of special education students and/or their parents; and coordinating school's program for special education students with other community resources.

Desirable versus feasible variable comparisons for high school staff's responses to consulting/coordinating questions are summarized in Table 61. All eighteen items are seen as significantly different at the .01 level. These tasks are all viewed as more desirable than feasible in the present school situation.

The final table, Table 62, for this section presents actual versus feasible comparisons for the same group's responses to the eighteen consulting/coordinating questions. Items 11, 13, 14, 15, 16, 18, 19, 21, 22, 23, 24, 25, and 26 are significantly different at the .01 level. Items 12, 20, and 28 are significantly different at the .05 level. All sixteen significant items are seen as more feasible than actually happens. The only two items not seen

as significant on this comparison are assisting regular education teachers in establishing a behavior management program for special education students and working as an advocate for needs and rights of special education students and/or their parents. Overall, for the consulting/coordinating questions items 11, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 24, 25, and 26 are significantly different in all three comparisons.

Instructing Questions: Table 63 presents the results of the high school staff's responses to the instructing questions for the comparisons of desirable versus actual. Items 43, 47, 49, and 52 are significantly different at the .01 level. Items 30, 33, 34, 35, 36, 45, 48, 51, 53, 54, and 55 are significantly different at the .05 level. All significant items are seen as more desirable. Significant items focus on the following counselor tasks: teaching regular education teachers about identifying handicapped populations; disseminating information to parents concerning available resources outside the school, explaining to special education parents academically related activities they can use with their child; teaching behavior management techniques and discipline techniques to special education parents; sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with special education parents and students; sharing knowledge of special education assessment procedures with special education parents, the community, and school staff; and acquiring knowledge of federal and state legislation related to special education students and sharing that knowledge

with special education parents, regular education teachers, the community, and students.

Table 64 presents the comparison of desirable versus feasible for the high school staff's responses to the instructing questions. All twenty-seven items were significantly different at the .01 level and are seen as more desirable than feasible in the present school setting.

The final table for high school staff's responses to the instructing questions, Table 65, presents the comparisons for the actual versus feasible. Items 30, 32, 33, 34, 35, 38, 39, 45, 46, 48, 50, 52, and 53 are significantly different at the .01 level. Items 31, 40, 41, 42, 43, 49, and 51 are significantly different at the .05 level. All significant items are seen as more feasible than actually occurred.

The significant items represented the following counselor tasks: teaching regular education teachers about the identification of handicapped populations; conducting teacher in-service programs for regular education teachers dealing with information about special education programs; disseminating information to parents concerning the school's special education program and available resources outside the school; explaining academically related activities to special education parents and teaching them behavior management techniques; sharing knowledge of special education students' needs and expectations with parents, school staff, and local community; acquiring knowledge of special education characteristics, handicapping conditions, and the developmental process and sharing that knowledge with

school staff, parents, and students; acquiring knowledge of special education assessment procedures and sharing that knowledge with the community, school staff and students; and acquiring knowledge of federal and state legislation related to special education students and sharing that knowledge with parents and regular education teachers. Examining all three comparisons for instructing questions, items 30, 33, 34, 35, 43, 45, 48, 49, 50, 51, 52, and 53 are significantly different in all three comparisons.

Section Two, Part One---Counselors Versus Other Select Groups

Desirable Variable: Table 66 shows the F statistic comparing counselors' responses to each of the other select groups (administrators, regular education teachers, and special education teachers). These comparisons examine only the responses to the desirable variable. Counselors and administrators differ significantly on only ten items. Item 19 is significantly different at the .01 level, while items 18, 24, 31, 32, 33, 35, 43, 44, and 47 are significantly different at the .05 level. These items focus on the following counselor tasks: consulting with administrators and parents regarding educational programs of special education students; writing affective goals for the IEP; conducting teacher in-service programs for regular education teachers dealing with information about special education programs; disseminating information to parents concerning the school's special education program and resources outside the school; teaching special education parents behavior management techniques; sharing knowledge of special education characteris-

tics, handicapping conditions, and the developmental process with special education parents and the community; and sharing knowledge of special education assessment procedures with special education parents.

The second comparison in Table 67 compares counselors to regular education teachers. There is a significant difference between the two groups at the .01 level on items 8, 17, 18, 19, 24, 27-44, 46-49, and 51-53. Tasks 3, 7, 9, 12, 21, 45, 50, 54, and 55 are significantly different at the .05 level. All significantly different items are seen as more desirable by the regular education teachers. The significant counseling tasks are: counseling special education students regarding their vocational and/or career choices; counseling special education students with regular education students to discuss social, educational, or vocational problems; counseling regular education students to discuss their attitudes, feelings, and expectations of special education students; and counseling special education students to discuss their discipline problems. Significant consulting/ coordinating items focus on the following counselor tasks: consulting with regular education teachers regarding special education students programs; assisting regular education teachers in establishing a behavior management program for special education students; consulting with administrators and parents regarding educational programs of special education students; coordinating the development of the special education student's IEP; writing affective goals for the IEP; interpreting special education students' needs to the school staff; working as an advocate for needs and rights of special education students and/or their parents; and

coordinating school's program for special education students with other community resources. All instructing items are significantly more desirable by the regular education teachers than the counselors.

Comparisons of counselors and special education teachers' responses to the desirable show a significant difference in thirty items. All thirty items are seen as more desirable by the special education teachers. Items significantly different at the .01 level are 3, 9, 24, 27-33, 35, 37, 41, 44, 46, 52, 53, and 54. Items significantly different at the .05 level are 8, 19, 36, 38, 40, 43, 47-51, and 55. The significant counseling items deal with the following counseling tasks: counseling special education students regarding their vocational and/or career choices; counseling regular education students to discuss their attitudes, feelings, and expectations of special education students; and counseling special education students to discuss their discipline problems. Significant consulting/coordinating items were: consulting with special education parents regarding the educational program of their child; writing affective goals for the IEP; working as an advocate for needs and rights of special education students and/or their parents; and coordinating school's program for special education students with other community resources.

Aside from four tasks, all instructing items were significantly different. These four exceptions are: explaining to special education parents academically related activities they can use with their child; sharing knowledge of special education students' needs and expectations with school staff; and

sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with school staff and students.

Actual Variable: Table 68 summarizes the results of comparing counselors' responses to the fifty-five items on the actuality variable with the other three select groups. Counselors and administrators differ significantly only at the .05 level of significance on item 33. Administrators see counselors as disseminating information to parents concerning available resources outside the school more than counselors reported they did.

Regular education teachers believe that counselors perform three tasks more than the counselors report themselves. These three items are significantly different at the .05 level. The tasks involved are: coordinating school's program for special education students with other community resources; disseminating information to parents concerning available resources outside the school; and teaching special education parents behavior management techniques.

Comparisons of counselors' responses with special education teachers' responses indicate that on ten items counselors see their performance significantly differently than it is perceived by the special education teachers. Items 5, 13, 16, 26, and 27 are significantly different at the .01 level. Items 2, 11, 12, 23, and 42 are significantly different at the .05 level. The significant counseling tasks are: counseling special education students regarding social problems they experience because of their handicap and counseling special education students to develop effective communication skills.

Significant consulting/coordinating items focus on the following tasks: consulting with special education teachers and regular education teachers regarding special education student(s)' program; consulting with regular education teachers and special education teachers together regarding special education student(s)' program; assisting regular education teachers in identifying their feelings and attitudes about special education students; assisting in the development of the IEP; interpreting special education students' needs to the school staff; and working as an advocate for needs and rights of special education students and/or their parents. The only significant instructing item deals with counselors sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with school staff.

Feasible Variable: Summaries of the final variable comparisons, feasibility, appear in Table 69. Comparing counselors to administrators indicate that there are no significant differences in the two groups responses to the feasibility of the fifty-five tasks. Comparisons of counselors and regular education teachers' responses to the items, however, result in a significant difference on twenty-seven items with the regular education teachers indicating all the tasks as being more feasible in the present situation than counselors. There is no significant difference on the ten counseling items.

Items 19, 24, 28, 30, 31-34, 37, 40, 44, 48, 49, 52, and 53 are significantly different at the .01 level. Items 18, 21, 26, 27, 29, 38, 41, 42, 43, 46, 54, and 55 are significantly different at the .05 level. The significant consulting/coordinating items focus on the following seven tasks: consulting

with administrators and special education parents regarding the educational program of special education students; coordinating the development of the special education student's IEP; writing affective goals for the IEP; interpreting special education students' needs to school staff; working as an advocate for needs and rights of special education students and/or their parents; and coordinating school's program for special education students with other community resources.

The remaining items showing a significant difference focus on instructing tasks. These tasks are: teaching regular education students and teachers about the identification of handicapped populations; conducting teacher in-service programs for regular education teachers dealing with information about special education programs; disseminating information to parents concerning the school's special education program and available resources outside the school; explaining academically related activities to special education parents; acquiring knowledge of special education students; needs and expectations and sharing that knowledge with parents and the community; acquiring knowledge of special education characteristics, handicapping conditions, and the developmental process; sharing this knowledge with school staff, parents, and the community; acquiring knowledge of special education assessment procedures; sharing this knowledge with school staff and the community; and sharing knowledge of federal and state legislation related to special education students with special education parents, teachers, the community, and students.

Section Two, Part Two---Administrators Versus Other Select Groups

Desirable Variable: Table 70 presents the results of comparing administrators responses to the other select groups on the desirable variable. Discussion of administrator and counselor comparisons on the desirable variable can be found in Section Two, Part One above. As seen above, there is a significant difference on ten items with the administrators viewing the tasks as more desirable than the counselors.

Comparisons of administrators and regular education teachers on the desirable variable indicate a significant difference on nineteen items. On all items regular education teachers view the tasks as more desirable than administrators. Items 8, 11, 27, 28, 41, and 53 are significantly different at the .01 level. Items 7, 26, 31, 33, 34, 35, 37, 39, 42, 46, 48, 51, and 52 are significantly different at the .05 level. Significant counseling tasks are counseling special education students with regular education students to discuss social, educational, or vocational problems and counseling regular education students to discuss their attitudes, feelings, and expectations of special education students.

Four consulting/ coordinating tasks are viewed as significantly different: consulting with special education teachers regarding special education students' programs; interpreting special education students' needs to the school staff; working as an advocate for needs and rights of special education students and/or their parents; and coordinating the school's program for special education students with other community resources.

The remaining thirteen significantly different desirable items between administrators and regular education teachers are instructing tasks. These tasks are: disseminating information to parents concerning the school's special education program; disseminating information to parents concerning available resources outside the school; explaining to special education parents academically related activities they can use with their child; teaching special education parents behavior management techniques; acquiring knowledge of special education students' needs and expectations and sharing this knowledge with school staff; acquiring knowledge of special education characteristics, handicapping conditions, and the developmental process and sharing this knowledge with school staff; acquiring knowledge of special education assessment procedures and sharing this knowledge with school staff; and acquiring knowledge of federal and state legislation related to special education students and sharing this knowledge with parents and regular education teachers.

Administrators and special education teachers differ significantly on eight desirable items. Special education teachers see these significant items as more desirable than administrators. Items 27, 28, and 41 are significantly different at the .01 level. Items 33, 37, 51, 53, and 54 are significantly different at the .05 level. None of the significantly different items are from the counseling section. Two significant items, working as an advocate for needs and rights of special education students and/or their parents and coordinating

the school's program for special education students with other community resources, are from the consulting/coordinating section.

The remaining six significant items are from the instructing section. These items focus on the following counselor tasks: disseminating information to parents concerning available resources outside the school; acquiring knowledge of special education students' needs and expectations; acquiring knowledge of special education characteristics, handicapping conditions, and the developmental process; and acquiring knowledge of federal and state legislation related to special education students and sharing this knowledge with regular education teachers and the community.

Actual Variable: Table 71 summarizes the comparisons of administrators to the other select groups on the actual variable. Discussion for the one significantly different item can be found in part one above. Administrators see this item as more desirable than counselors. Comparisons of administrators and regular education teachers show that there is no significant difference in the way the two groups view what is actually happening in their school.

Administrators and special education teachers differ significantly on twenty-six items, with the administrators viewing the tasks as actually occurring more frequently. Items 8, 12, 13, 16, 35, and 45 are significantly different at the .01 level. Items 5, 7, 10, 14, 15, 17, 18, 19, 23, 26, 27, 29, 30, 32, 34, 36, 42, 43, 47, and 52 are significantly different at the .05 level. Significant counseling items deal with the following tasks: counseling special education students to develop effective communication skills; counseling

special education students with regular education students to discuss social, educational, or vocational problems; counseling regular education students to discuss their attitudes, feelings, and expectations of special education students; and counseling special education parents to discuss their feelings and concerns for themselves and their child.

The next eleven significant items focus on consulting/coordinating items. These are: consulting with regular education teachers regarding special education students' programs; consulting with regular education teachers and special education teachers together regarding special education students' program; participating in the observation and evaluation of students referred for special services; providing support for the regular education teacher in implementing a special education student's program; assisting regular education teachers in identifying their feelings and attitudes about special education students and in establishing a behavior management program for special education students; consulting with administrators and special education parents regarding the educational program of special education students; assisting in the development of the IEP; interpreting special education students' needs to the school staff; and working as an advocate for needs and rights of special education students and/or their parents.

The final ten items where there are significant differences between administrators and special education teachers on the actual variable are instructing items. These items focus on the following tasks: teaching regular

education students and teachers about the identification of handicapped populations; explaining academically related activities to special education parents; teaching special education parents behavior management and discipline techniques; sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with school staff, special education parents, and students; sharing knowledge of special education assessment procedures with special education parents; and sharing knowledge of federal and state legislation related to special education students with special education parents.

Feasible Variable: Table 72 presents the results of the comparisons of administrators to the other select groups on the feasible variable. As noted above, in part one, there is no significant difference between administrators' and counselors' responses. Administrators and regular education teachers differ significantly on fifteen items. Regular education teachers view all of these items as more feasible in the present school system than administrators did. Items 28 and 49 are significantly different at the .01 level. Items 11, 26, 27, 29, 31, 36, 40, 48, 50, 52, 53, 54, and 55 are significantly different at the .05 level. None of the counseling items are significantly different.

Four of the significant items are from the consulting/ coordinating section of the instrument. These focus on the following counselor tasks: consulting with special education teachers regarding special education students' programs; interpreting special education students' needs to the school staff; working as an advocate for needs and rights of special education

students and/or their parents; and coordinating the school's program for special education students with other community resources.

The remaining eleven significant items are from the instructing section. These deal with the following tasks: teaching regular education students about the identification of handicapped populations; conducting teacher in-service programs for regular education teachers dealing with information about special education programs; teaching special education parents discipline techniques; sharing knowledge of special education students' needs and expectations with the local community; sharing knowledge of special education assessment procedures with the school staff, the community, and students; and sharing knowledge of federal and state legislation related to special education students with special education parents, regular education teachers, the community, and students.

Administrators and special education teachers only differ significantly (at the .05 level) on items 44 and 54. Special education teachers see both of these tasks as being more feasible than administrators see them. These counselor tasks are sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with the community and sharing knowledge of federal and state legislation related to special education students with the community.

Section Two, Part Three---Regular Education Teachers Versus Other Select Groups

Desirable Variable: Table 73 presents the results of comparing regular education teachers responses to the desirable portion of the survey with the other three select groups on the same items. As discussed in part one above, counselors and special education teachers differ significantly on thirty-nine items. Regular education teachers see the tasks as more desirable than counselors do. Part two above, summarizes the comparisons of regular education teachers and administrators. In that section it is shown that these two groups differ significantly on nineteen items with the regular education teachers seeing all items as more desirable than administrators do.

Comparing regular education teachers and special education teachers on the desirable variable results in a significant difference on two consulting/coordinating items. These two items, 11 and 12, are significantly different at the .05 level with regular education teachers seeing the tasks as more desirable than special education teachers. These two tasks are consulting with special education teachers regarding special education students' programs and consulting with regular education teachers regarding special education students' programs.

Actual Variable: The summary for comparisons of regular education teachers and counselors on the actual variable can be found in part one above. There are only three significantly different items, 28, 33, and 35. The regular education teachers believe these tasks occur more frequently than

counselors feel they occur. The comparisons of regular education teachers and administrators is summarized in part two above. There are no significant differences between the two groups' responses in this area.

Regular education teachers and special education teachers differ significantly on twenty-five items. Items 4, 7, 8, 18, 19, 28, 29, 30, 31, 35, 43, 45, 49, and 52 are significantly different at the .01 level of significance. Items 5, 21, 23, 24, 26, 27, 33, 36, 42, 44, and 53 are significantly different at the .05 level. Regular education teachers see all items as occurring more except for items 7 and 8. Special education teachers feel counselors provide counseling of special education students with regular education students to discuss social, educational, or vocational problems and counseling of regular education students to discuss their attitudes, feelings, and expectations of special education students more often than regular education teachers feel these tasks occur. Two other counseling items are seen as occurring more often by regular education teachers. These are: counseling special education students to set up behavior management programs and counseling special education students to develop effective communication skills.

These two groups differ significantly on eight consulting/ coordinating tasks. These tasks are: consulting with administrators and special education parents regarding educational programs of special education students; coordinating the development of the special education student's IEP; assisting in the development of the IEP; writing affective goals for the IEP; interpreting special education students' needs to the school staff; working as an advocate

for needs and rights of special education students and/or their parents; and coordinating the school's program for special education students with other community resources.

The remaining thirteen significant items focus on instructing tasks. These tasks are: teaching regular education students and teachers about the identification of handicapped populations; conducting teacher in-service programs for regular education teachers dealing with information about special education programs; disseminating information to parents concerning available resources outside the school; teaching special education parents behavior management and discipline techniques; sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with school staff, special education parents, the community, and students; sharing knowledge of special education assessment procedures with the community; and sharing knowledge of federal and state legislation related to special education students with special education parents and regular education teachers.

Feasible Variable: Table 74 summarizes the results of comparing regular education teachers' responses to the feasible variable with the three other select groups. As before, comparisons of regular education teachers and counselors can be found in part one above. The two groups differ significantly on twenty-seven items with the regular education teachers viewing all items as more feasible than counselors. Comparisons of regular education teachers and administrators can be found in part two above. As

seen before fifteen responses differ significantly with the regular education teachers seeing all items as being more feasible than administrators do.

Regular education teachers differ significantly on four items from special education teachers in their view of the feasibility of the counselor tasks. Items 11 and 12 are significantly different at the .01 level, while items 23 and 26 are significantly different at the .05 level. All items deal with consulting/coordinating items. These tasks are: consulting with special education teachers regarding special education students' programs; consulting with regular education teachers regarding special education students' programs; assisting in the development of the IEP; and interpreting special education students' needs to the school staff.

Section Two, Part Four---Special Education Teachers Versus Other Select Groups

Desirable Variable: Comparisons of special education teachers to the other three select groups on the desirable variable can be found in Table 75. These comparisons are summarized above. Comparisons with counselors can be found in part one. There is a significant difference on thirty items with special education teachers seeing all items as more desirable. Administrators' comparisons are presented in part two. In this comparisons there is a significant difference on eight items with special education teachers viewing all items as more desirable than administrators do. The third comparison, with regular education teachers, is presented in part three. Here

only two items are significantly different with regular education teachers seeing them as more desirable.

Actual Variable: Table 76 presents the results of comparing special education teachers with the other three select groups as to how frequently these tasks are actually happening in their school. Part one above, summarizes the results of comparing special education teachers with counselors. That section, shows that the two groups differ significantly on ten items with the counselors viewing the tasks as occurring more often than the special education teachers believed. Comparisons for special education teachers and administrators is presented in part two above. These twenty-six items are significantly different. Administrators see all of these items as occurring more often than did special education teachers. Comparisons of special education teachers and regular education teachers is summarized in part three. There is a significant difference between the two groups on twenty-five items. Regular education teachers see all these tasks, except two, as occurring more frequently than special education teachers do.

Feasible Variable: Table 77 shows the results for comparisons of special education teachers with the other groups on the feasible variable. As shown in part one above, special education teachers differ from counselors on fourteen items and view the items as more feasible than did counselors. In part two, it is shown that special education teachers and administrators differ on only two items and both are seen as more feasible by special education teachers. The final comparisons are summarized in part three above. This

shows that special education teachers differ significantly from regular education teachers on four items. All four are seen as more feasible by regular education teachers.

Section Two, Part Five---Middle School Staff Versus High School Staff

Desirable Variable: Table 78 compares the responses of middle school staff and high school staff to the fifty-five items. Comparisons on the desirable variable show a significant difference on five items. Items 11, 23, and 24 are significantly different at the .01 level. Items 21 and 25 are significantly different at the .05 level. All significant items deal with consulting/ coordinating tasks where the high school staff see all tasks as more desirable than the middle school staff do. These tasks are: consulting with special education teachers regarding the special education students programs; coordinating the development of the special education student's IEP; assisting in the development of the IEP; writing affective goals for the IEP; and maintaining the records on special education students.

Actual Variable: Middle school staff and high school staff differ significantly in their responses to three tasks and the extent to which they actually occur in their respective schools. Item 14 is significantly different at the .01 level and items 9 and 41 are significantly different at the .05 level. The middle school staff believe that all three items occur more frequently in their schools. The significant items are: counseling special education students to discuss their discipline problems; participating in the observation

and evaluation of students referred for special services; and acquiring knowledge of special education characteristics, handicapping conditions, and the development process.

Feasible Variable: Middle and high school staff differ significantly on four items when comparisons are made on responses to the feasible variable. These are item 14 at the .01 level and items 11, 23, and 25 at the .05 level. Item 14, participating in the observation and evaluation of students referred for special services, is seen as more feasible by the middle school staff. The remaining three significant items are seen as more feasible by the high school staff. These are consulting with special education teachers regarding special education students programs; assisting in the development of the IEP; and maintaining the records on special education students.

Section Three---Desirability/Feasibility Grids

Desirability/Feasibility grids were developed for each question for the total sample, each of the four select groups, and the two school populations. These grids can be found in Appendix F. If an individual's response is a one or two it is considered as a desirable or feasible response, depending on the variable being examined. A four or five response is considered as not desirable or feasible. Responses of three are considered as neutral and not included in either category.

The total number of responses was totaled for each category (desirable, not desirable, feasible, not feasible) and recorded in the appropriate

section of the grid. Only the grids that indicate a task as being desirable and feasible will be discussed in this section. These are those tasks where a higher percentage of each group placed their responses in the desirable and feasible range. A sample of a desirability/feasibility grid is presented below:

	D	ND
F	/	/
NF	/	/

The number above the slash represents the number who responded in that quadrant. The number below the slash represents the per cent of the total number of responses.

Total Population: The total sampled population only had two questions where the percentage of desirable/feasible responses was equal to or higher than the not desirable/not feasible quadrant:

	D	ND
F	21/37.5	0/0
NF	1/ 1.8	8/14.3

TASK 22

	D	ND
F	15/26.3	0/0
NF	4/ 7.0	15/26.3

TASK 41

Task 22, counselors participating as a member of the staffing team was seen as both desirable and feasible by a larger percentage of the total

sample than saw it as not desirable and not feasible. This would indicate that the majority of the staff views this task as important and possible in the present school situation. Task 41, counselors acquiring knowledge of special education characteristics, handicapping conditions, and the developmental process, yielded an even division of the responses. Equal number of respondents see this task as both important and possible or not important or possible in the present system. This result requires further investigation.

Select Groups: Administrators see only task number 22 as being both desirable and feasible. As stated above, this task deals with counselors participating as a member of the staffing team. Counselors also identify only task 22 as being both desirable and feasible.

Administrators				Counselors			
		D	ND			D	ND
F		11/64.7	0/0	F		6/50.0	0/0
NF		0/0	3/17.6	NF		0/0	2/16.7

TASK 22

Regular education teachers identify twenty tasks as both desirable and feasible. An additional ten tasks have an equal division between desirable/-feasible and not desirable/not feasible. The last group will not be summarized, but should be studied in the future to determine the basis for these divergent viewpoints. The discussion of the desirable/feasible items will be

divided into the three areas of counselor tasks (counseling, consulting/ coordinating, and instructing) presented in the model in Chapter 1.

Counseling tasks seen as desirable and feasible are items 1, 2, 3, 7, and 8.

	D	ND
F	2/20.0	0/0
NF	0/0	1/10.0

TASK 1

	D	ND
F	2/20.0	0/0
NF	1/10.0	1/10.0

TASK 2

	D	ND
F	3/30.0	0/0
NF	1/10.0	1/10.0

TASK 3

	D	ND
F	3/30.0	0/0
NF	1/10.0	2/20.0

TASK 7

	D	ND
F	2/20.0	0/0
NF	2/20.0	1/10

TASK 8

These items involved counseling special education students regarding their academic problems; counseling special education students regarding special problems they experience because of their handicap; counseling

special education students regarding their vocational and/or career choices; meeting with regular education students to discuss social, educational or vocational problems; and counseling regular education students to discuss their attitudes, feelings, and expectations of special education students.

Consulting/coordination items seen as desirable and feasible are items 11, 12, 22, 23, 26, and 27.

	D	ND
F	4/40.0	0/0
NF	0/0	1/10.0

TASK 11

	D	ND
F	2/20.0	0/0
NF	0/0	0/0

TASK 12

	D	ND
F	8/80.0	0/0
NF	0/0	0/0

TASK 22

	D	ND
F	2/20.0	0/0
NF	1/10.0	1/10.0

TASK 23

	D	ND
F	2/20.0	0/0
NF	0/0	1/11.1

TASK 26

	D	ND
F	2/20.0	0/0
NF	1/10.0	0/0

TASK 27

These focus on the following consulting/ordinating tasks: consulting with special education teachers regarding special education students' pro-

grams; consulting with regular education teachers regarding a special education students' program; participating as a member of the staffing team; assisting in the development of the IEP; interpreting special education students' needs to the school staff; and working as an advocate for needs and rights of special education students and/or their parents.

In the final section, instructing, regular education teachers view nine items as desirable and feasible. These are items 33, 37, 39, 41, 42, 46, 48, 51, and 53.

	D	ND
F	2/20.0	0/0
NF	0/0	1/11.1

TASK 33

	D	ND
F	2/20.0	0/0
NF	1/10.0	0/0

TASK 37

	D	ND
F	3/30.0	0/0
NF	1/10.0	0/0

TASK 39

	D	ND
F	5/50.0	0/0
NF	1/10.0	0/0

TASK 41

	D	ND
F	2/20.0	0/0
NF	1/10.0	0/0

TASK 42

	D	ND
F	3/30.0	0/0
NF	1/10.0	1/10.0

TASK 46

	D	ND
F	4/40.0	0/0
NF	1/10.0	1/10.0

TASK 48

	D	ND
F	4/40.0	0/0
NF	1/10.0	2/20.0

TASK 51

	D	ND
F	3/30.0	0/0
NF	2/20.0	2/20.0

TASK 53

These items deal with the following tasks: disseminating information to parents concerning available resources outside the school; acquiring knowledge of special education students' needs and expectations; sharing this knowledge with school staff; acquiring knowledge of special education characteristics, handicapping conditions, and the developmental process; sharing this knowledge with the school staff; acquiring knowledge of special education assessment procedures; sharing this knowledge with school staff; acquiring knowledge of federal and state legislation related to special education students; and sharing this knowledge with regular education teachers.

Special education teachers view nine items as both desirable and feasible. These are items 3, 7, 22, 27, 33, 37, 41, 46, and 51.

	D	ND
F	4/28.6	0/0
NF	3/21.4	2/14.3

TASK 3

	D	ND
F	4/35.7	0/0
NF	1/ 7.1	3/21.4

TASK 7

	D	ND
F	7/50.0	0/0
NF	1/ 7.1	1/ 7.1

TASK 22

	D	ND
F	4/28.6	0/0
NF	1/ 7.1	2/14.3

TASK 27

	D	ND
F	2/14.3	0/0
NF	4/28.6	1/ 7.1

TASK 33

	D	ND
F	6/42.9	0/0
NF	1/ 7.1	2/14.3

TASK 37

	D	ND
F	5/35.7	0/0
NF	2/14.3	2/14.3

TASK 41

	D	ND
F	6/42.9	0/0
NF	2/14.3	3/21.4

TASK 46

	D	ND
F	5/35.7	0/0
NF	0/0	3/21.4

TASK 51

These items focus on the following tasks: counseling special education students regarding their vocational and/or career choices; counseling special education students with regular education students to discuss social, educational or vocational problems; participating as a member of the staffing team; working as an advocate for needs and rights of special education students and/or their parents; disseminating information to parents concerning available resources outside the school; acquiring knowledge of special education students' needs and expectations; acquiring knowledge of special education characteristics, handicapping conditions, and the developmental process; acquiring knowledge of special education assessment procedures; and acquiring knowledge of federal and state legislation related to special education students.

Summary

Chapter four has presented the empirical results for this study, analyzing the total sample population's responses to fifty-five counselor tasks. The respondents provided their view of each task in three perspectives: desirable counselor involvement, actual counselor involvement in their school, and the

degree of counselor involvement that is feasible in their school. The first section discussed analysis of variance statistics for the total sample comparing each perspective to the other two.

In the continuation for section one, the responses of each select professional group: administrators, counselors, regular education teachers, and special education teachers, were analyzed in a similar way. Statistics have also been presented for the middle school sample and the high school sample. Each sampled group was compared to itself to determine if there were significant differences in the three perspective views.

Section two gives the analysis of variance statistics comparing each professional group to the others on the three viewpoints (desirable, actual, and feasible). The same type of comparison was considered for the middle school staff versus the high school staff.

Section three, the final section of this chapter presented desirability/-feasibility grids for the total sample and each separate professional group. These grids showed which counselor tasks are seen as both desirable and feasible by a majority of respondents expressing an opinion.

CHAPTER 5

Summary, Conclusions, Discussion, and Recommendations

Chapter 5 is divided into three parts. The first part provides a summary of the research, study, and results. The second section presents conclusions and implications drawn from the study. The final section is devoted to recommendations for further research.

Summary

Chapter 1 discussed how counselors' roles have been defined in the past. In general, there have been no set procedures regarding the definition of the counselor's role. Furthermore, little effort has been made to use a theoretical basis for the definitions that do exist. For the most part, counselors have not been involved in developing their role, thus the counselor's role has frequently been defined by other professional groups.

The expansion of services for special education students caused by P.L. 94-142 affected counseling services as well. Counselors must be actively involved in developing a model which describes those services. The model presented in Chapter 1 covers three main counseling services provided to special education students: (1) counseling (both with individuals and in groups), (2) consulting and/or coordinating (individuals, small, or large groups), and (3) instructing (individuals, small, or large groups). These services may be directed at various groups: special education students,

regular education students, parents, administrators, regular education teachers, special education teachers, or members of the community-at-large. The services may be provided to one of these populations directly or to a combination of two or more of these populations together.

As indicated in Chapter 1 the overall goal of this study is to identify the role of the counselor in the middle and senior high special education student's individualized educational program as perceived by select groups. Chosen survey questions focus on the differences that might exist among these groups' perceptions of three factors: (1) what they desire the counselor's role to be; (2) what they perceive the counselor's role to be; and (3) what they believe is feasible for counselors to do in their schools.

Chapter 2 provided a review of the literature regarding the development of the counselors' role in serving all students, special education programs and their relationship to counselors, and the effects of special education programs on counselors. Such a review provides a cloudy picture. An exact agreed upon role description of counselors' involvement and the extent of the services they should provide to special education students has not been clearly set out in the counseling literature.

One aim of the work described in this dissertation is to augment the clarity with which the counselor is perceived within any school district. The first step towards enhanced clarity is to establish a model that describes the counselor tasks necessary to efficiently serve this particular population. The second step is to determine how other professional groups perceive these

tasks. Finally, based on these results all groups should be encouraged to work together to eliminate the targeted discrepancies that are shown to exist between the perceptions different professional groups hold regarding these counselor tasks. When these issues are resolved, the counseling department can begin to develop a program to provide effective services to special education students for their school system.

Chapter 3 described the methodology used in developing and implementing this study. The first step was to construct a survey instrument which included counselor tasks that provide services directly or indirectly to special education students. Tasks included in the instrument were extracted from the literature review and correspond to cells of the model presented in Chapter 1. These tasks (items) were reviewed by counselor trainers and supervisors to determine the instrument's face validity. The instrument was then field tested and a final revision was developed.

The instrument was mailed to randomly selected individuals (from four select professional groups)¹ in the North Kansas City School District. Follow-up letters and surveys were sent to nonrespondents. The results from these responses have been analyzed using analysis of variance. Comparisons of the means for the desirable, actual, and feasible responses have been made for the total population and each select group. The desirable, actual, and feasible responses for each select group have also been com-

¹While the original mailing included five distinct groups, one group was eliminated due to a small response.

pared. Finally, desirability/feasibility grids have been developed to assist in the identification of tasks seen as both desirable and feasible by the total population and each select group.

The empirical results of this study have been presented in Chapter 4. The chapter discussed the comparisons of the three responses for the total population and for each select group. Tasks seen as significantly different at the .01 and .05 level of significance were summarized. Comparisons of each select group to the other three were then made on the desirable, actual, and feasible factors. The same comparisons were then made between the middle and high school staffs. Finally, tasks seen as both desirable and feasible by the total population and each select group were summarized.

Conclusions and Discussion

A number of conclusions can be drawn from the statistical results presented in Chapter 4. Examination of the results for the total sampled population (see Appendix E and discussion in Chapter 4) show a statistically significant difference in all comparisons (desirable versus actual, desirable versus feasible, and actual versus feasible), except eight. Conclusions, therefore, are based on examining the results of each select group's comparisons on the desirable, actual, and feasible variables. Comparisons of one select group to each of the others is also with regard to these variables.

TABLE 79
ACTUAL MEANS AND PERCENTAGES

Item No.	Admin.	Couns.	RET	SET	MSS	RET
Counseling:						
1. academic problems	3.7/32.5%	3.8/30.0%	3.6/35.0%	4.1/22.5%	4.0/25.0%	3.6/35.0%
2. social problems	3.7/32.5%	3.6/35.0%	3.7/32.5%	4.2/20.0%	3.8/30.0%	3.8/30.0%
3. vocational/career	3.8/30.0%	3.6/35.0%	3.9/27.5%	4.4/15.0%	4.1/22.5%	4.1/22.5%
4. behavior management	4.5/12.5%	4.5/12.5%	4.1/22.5%	4.9/ 2.5%	4.6/10.0%	4.5/12.5%
5. communication skills	4.4/15.0%	4.2/20.0%	4.3/17.5%	4.9/ 2.5%	4.4/15.0%	4.5/12.5%
6. social/educa./voc. prob.	3.7/32.5%	3.8/30.0%	3.8/30.0%	4.1/22.5%	3.7/32.5%	3.9/27.5%
7. with regular ed. stud.	3.9/27.5%	4.4/15.0%	3.8/30.0%	4.7/ 7.5%	4.0/25.0%	4.4/15.0%
8. reg. ed. stud. attitudes	4.1/22.5%	4.4/15.0%	3.9/27.5%	4.8/ 5.0%	4.1/22.5%	4.5/12.5%
9. discipline problems	4.2/20.0%	4.3/17.5%	4.0/25.0%	4.5/12.5%	4.0/25.0%	4.5/12.5%
10. sp. educ. parents	4.1/22.5%	4.4/15.0%	4.3/17.5%	4.7/ 7.5%	4.3/17.5%	4.5/12.5%
Consulting/Coordinating:						
11. sp. educ. teachers	3.8/30.0%	3.2/45.0%	4.3/17.5%	4.3/17.5%	4.1/22.5%	3.6/35.0%
12. reg. educ. teachers	3.7/32.5%	3.8/30.0%	4.3/17.5%	4.6/10.0%	4.0/25.0%	4.1/22.5%
13. reg. & sp. ed. teachers	3.6/35.0%	3.2/45.0%	4.1/22.5%	4.6/10.0%	3.9/27.5%	3.8/30.0%
14. observation & evaluation	3.8/30.0%	3.9/27.5%	4.0/25.0%	4.6/10.0%	3.6/35.0%	4.4/15.0%
15. support reg. ed. tchrs.	3.9/27.5%	4.0/25.0%	4.4/15.0%	4.6/10.0%	4.3/17.5%	4.1/22.5%
16. reg. ed. tchr. attitudes	4.1/22.5%	3.5/37.5%	4.6/10.0%	4.9/ 2.5%	4.2/20.0%	4.2/20.0%
17. behavior management	4.4/15.0%	4.7/ 7.5%	4.7/ 7.5%	5.0/ 0.0%	4.7/ 7.5%	4.7/ 7.5%
18. with administrators	3.8/30.0%	4.2/20.0%	4.7/ 7.5%	5.0/ 0.0%	4.0/25.0%	4.1/22.5%
19. special educ. parents	4.1/22.5%	4.3/17.5%	3.8/30.0%	4.6/10.0%	4.3/17.5%	4.1/22.5%

Table 79 (cont.)

20. staffings	3.8/30.0%	3.6/35.0%	3.8/30.0%	4.4/15.0%	3.7/32.5%	4.1/22.5%
21. development of IEP	4.5/12.5%	4.8/ 5.0%	4.6/10.0%	4.9/ 2.5%	4.8/ 5.0%	4.6/10.0%
22. member of staffing team	2.3/67.5%	2.1/72.5%	2.6/60.0%	2.8/55.0%	2.6/60.0%	2.3/67.5%
23. assisting in IEP	4.0/25.0%	4.0/25.0%	4.3/17.5%	4.9/ 2.5%	4.5/12.5%	4.1/22.5%
24. writing IEP goals	4.4/15.0%	4.6/10.0%	4.4/15.0%	4.9/ 2.5%	4.7/ 7.5%	4.5/12.5%
25. maintaining records	3.9/27.5%	3.5/37.5%	4.3/17.5%	4.0/25.0%	4.1/22.5%	3.7/32.5%
26. interpret needs to staff	4.0/25.0%	3.8/30.0%	4.1/22.5%	4.7/ 7.5%	4.2/20.0%	4.1/22.5%
27. advocate for sp. educ.	3.9/27.5%	4.0/25.0%	3.8/30.0%	4.7/ 7.5%	4.0/25.0%	4.2/20.0%
28. with community resources	4.4/15.0%	4.7/ 7.5%	4.0/25.0%	4.8/ 5.0%	4.5/12.5%	4.5/12.5%
Instructing:						
29. students about ident.	4.4/15.0%	4.6/10.0%	4.3/17.5%	4.5/12.5%	4.4/15.0%	4.7/ 7.5%
30. RET about identification	4.1/22.5%	4.5/12.5%	4.1/22.5%	4.9/ 2.5%	4.3/17.5%	4.5/12.5%
31. teacher in-service	4.5/12.5%	4.8/ 5.0%	4.3/17.5%	4.9/ 2.5%	4.6/10.0%	4.7/ 7.5%
32. inform. to parents	3.7/32.5%	4.4/15.0%	4.1/22.5%	4.6/10.0%	4.0/25.0%	4.3/17.5%
33. outside info. to parents	3.5/37.5%	4.5/12.5%	3.4/40.5%	4.2/20.0%	4.5/12.5%	4.4/15.0%
34. academic act. for parents	4.1/22.5%	4.7/ 7.5%	4.1/22.5%	4.9/ 2.5%	4.5/12.5%	4.4/15.0%
35. behav. manag. for parents	4.5/12.5%	4.8/ 5.0%	4.3/17.5%	4.9/ 2.5%	4.6/10.0%	4.7/ 7.5%
36. discipline tech. parents	4.5/12.5%	4.7/ 7.5%	4.8/ 5.0%	5.0/ 0.0%	4.7/ 7.5%	4.8/ 5.0%
37. acq. knowledge of needs	3.7/32.5%	3.9/27.5%	4.0/25.0%	4.1/22.5%	3.8/30.0%	4.0/25.5%
38. knowldg. of needs to prnts.	3.8/30.0%	4.3/17.5%	3.9/27.5%	4.3/17.5%	3.9/27.5%	4.2/20.0%
39. knowldg. of needs to staff	3.8/30.0%	3.6/35.0%	3.7/32.5%	4.2/20.0%	3.6/35.0%	4.0/25.0%
40. knowldg. of needs to comm.	4.6/10.0%	4.9/ 2.5%	4.4/15.0%	4.8/ 5.0%	4.6/10.0%	4.8/ 5.0%
41. acq. knowledge of charac.	3.6/35.0%	3.8/30.0%	3.6/35.0%	3.9/27.5%	3.3/42.5%	4.0/25.0%
42. knowldg. of char. to staff	3.8/30.0%	4.0/25.0%	3.9/27.5%	4.6/10.0%	4.0/25.0%	4.1/22.5%
43. knowldg. of char. to prnts.	4.1/22.5%	4.5/12.5%	3.7/32.5%	4.8/ 5.0%	4.0/25.0%	4.5/12.5%

Table 79 (cont.)

44. knwldg. of char. to comm.	4.6/10.0%	4.8/ 5.0%	4.6/10.0%	4.9/ 2.5%	4.7/ 7.5%	4.7/ 7.5%
45. knwldg. of char. to stdts.	4.1/22.5%	4.5/12.5%	4.0/25.0%	4.9/ 2.5%	4.1/22.5%	4.5/12.5%
46. acq. knowledge of assess.	3.7/32.5%	3.8/30.0%	3.3/42.5%	4.3/17.5%	3.5/37.5%	4.1/22.5%
47. assess. knwldg. to parents	4.0/25.0%	4.2/20.0%	3.9/27.5%	4.6/10.0%	3.9/27.5%	4.4/15.0%
48. assess. knwldg. to staff	3.9/27.5%	4.0/25.0%	3.8/30.0%	4.5/12.5%	3.8/30.0%	4.2/20.0%
49. assess. knwldg. to comm.	4.7/ 7.5%	4.8/ 5.0%	4.1/22.5%	4.9/ 2.5%	4.7/ 7.5%	4.7/ 7.5%
50. assess. knwldg. to stdnts.	4.2/20.0%	4.3/17.5%	4.4/15.0%	4.6/10.0%	4.3/17.5%	4.4/15.0%
51. acq. legislation knwldg.	3.9/27.5%	4.1/22.5%	4.1/22.5%	4.4/15.0%	4.1/22.5%	4.2/20.0%
52. legisl. knwldg. to parents	4.1/22.5%	4.5/12.5%	4.0/25.0%	4.7/ 7.5%	4.4/15.0%	4.3/17.5%
53. legisl. knwldg. to tchrs.	4.2/20.0%	4.5/12.5%	4.1/22.5%	4.7/ 7.5%	4.3/17.5%	4.4/15.0%
54. legisl. knwldg. to comm.	4.6/10.0%	4.8/ 5.0%	4.6/10.0%	4.8/ 5.0%	4.8/ 5.0%	4.6/10.0%
55. legisl. knwldg. to stdts.	4.6/10.0%	4.6/10.0%	4.5/12.5%	4.9/ 2.5%	4.8/ 5.0%	4.6/10.0%

Admin.=Administrators, Couns.=Counselors, RET=Regular Education Teachers, SET=Special Education Teachers, MSS=Middle School Staff, HSS=High School Staff

Graphs will be used as a visual aide to clarify the conclusions drawn from the study. The fifty-five items (tasks) are divided into three sets for purposes of presentation and each set of tasks is represented by a separate graph. The divisions are based on the perception of actual counselor performance. See Table 79 for a summary of actual means representing percentages.

The first graph for each select group represents those items with a group mean of 1.000 to 3.999 on the actual variable indicating tasks where counselors were perceived as having more than 25% of the responsibility for completion).

The second graph for each group includes those tasks where the actual variable mean is 4.000 to 4.500 (indicating an averaged group impression that counselors assume 12.5-25% of the responsibility for the task). The final graph for each group shows those items with an actual variable mean of 4.501 or greater (indicating a level of counselor responsibility of less than 12.5%). The horizontal axis represents the differences between desirable and actual variable means in terms of percentages. The vertical axis represents differences between feasible and actual variable means in terms of percentages. The graphs present significant items only.

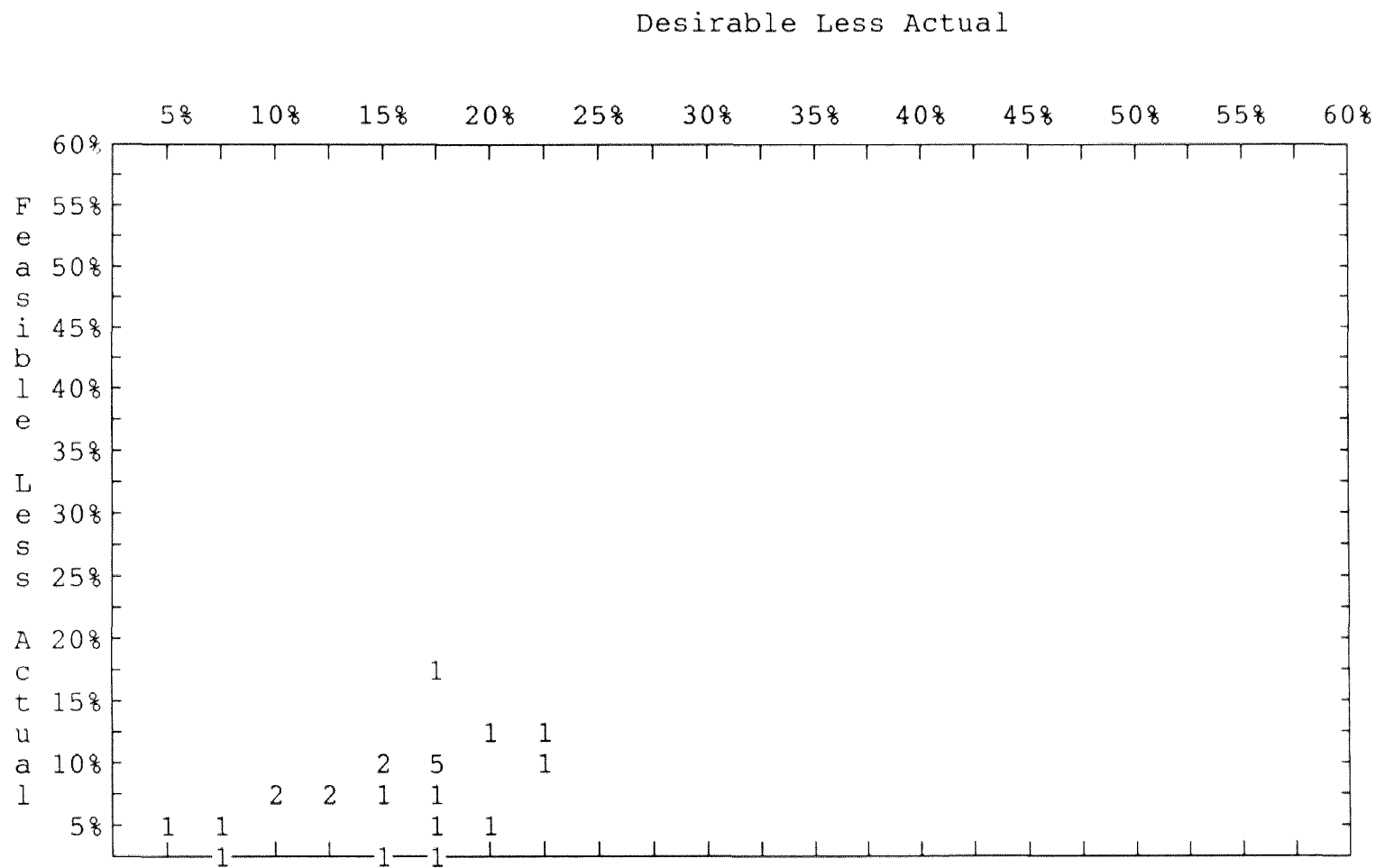
Administrators

Several conclusions can be drawn from the tables in Chapter 4 and graphs 1, 2, and 3, regarding administrators' perceptions of counselors' actual, desirable, and feasible involvement with special education students.

First of all, the general response pattern for administrators indicates that they believe that it is desirable and feasible for counselors to assume more responsibility for the tasks included on the questionnaire. The response pattern does not show that administrators believe counselors should assume a majority of the responsibility, only increase their involvement. On only one task, counselors serving as a member of the staffing team, do administrators believe counselor responsibility should be at the 75 percent level. The percentage difference between the perceived actual role and the desired involvement shows an increase of 5-22.5 percent. The difference between feasible and actual is 2.5-17.5 percent, with an increased involvement being seen as feasible. This suggests that administrators believe either that other staff members or no one should assume the remaining responsibility.

The second graph for this group, 2, covers tasks where administrators believe counselors are actually shouldering 12.5-25 percent of the responsibility. The responses suggest that administrators believe it is desirable for counselors to increase their level of responsibility to 10-25 percent, but that the feasible level of responsibility increase is only 5-17.5 percent.

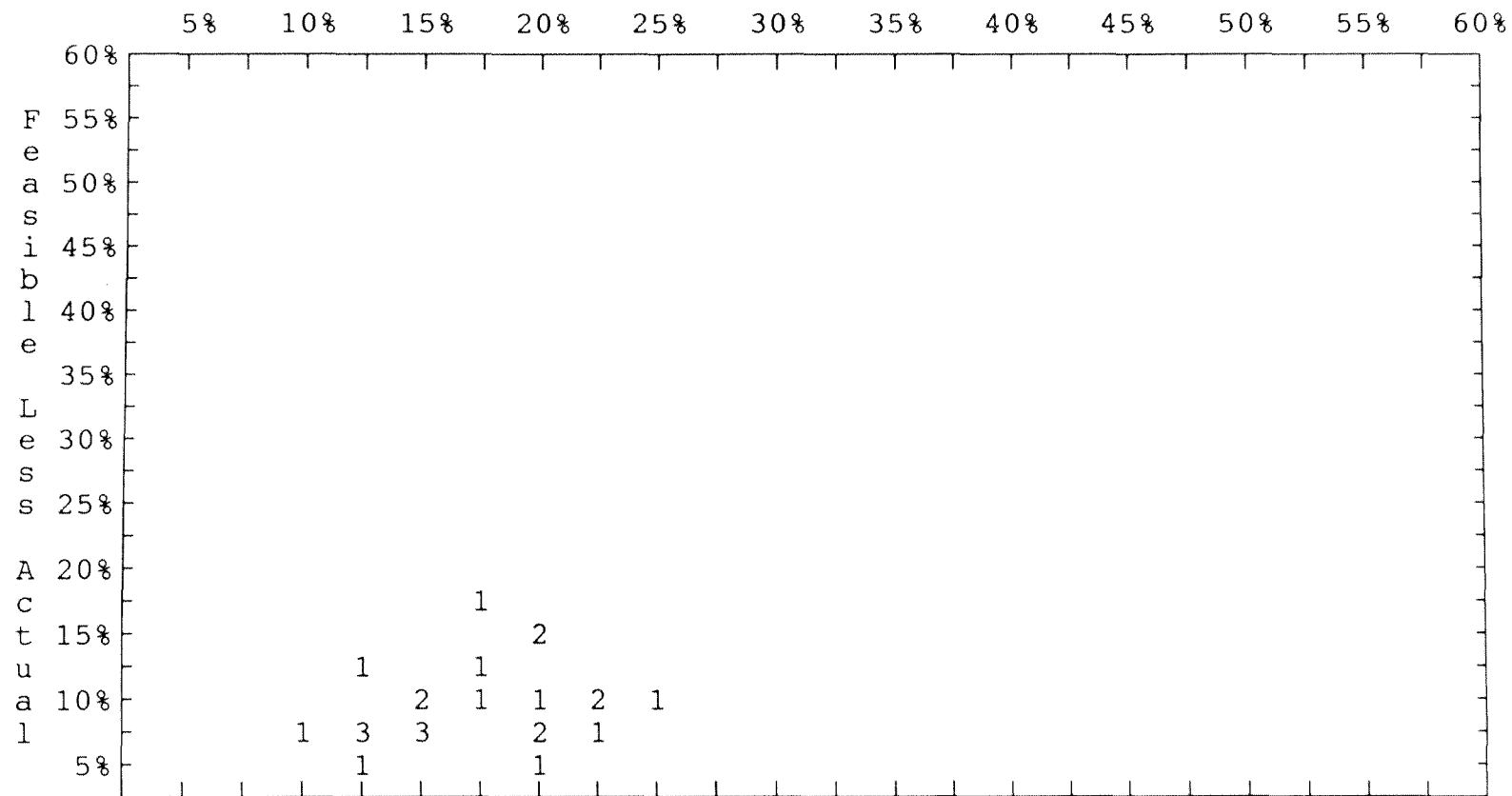
Graph 3, covering tasks where administrators believe counselors are actually assuming less than 12.5 percent of the responsibility, suggests the same tendency for administrators to believe an increase in counselors' involvement is desirable--in this case 17.5-22.5 percent. However, administrators believe the feasible increase is only 5-10 percent.



Administrators Perceive Counselors as Having
More Than 25% Responsibility
(Differences in Percentages)
Numbers Indicate Frequency of Occurrence

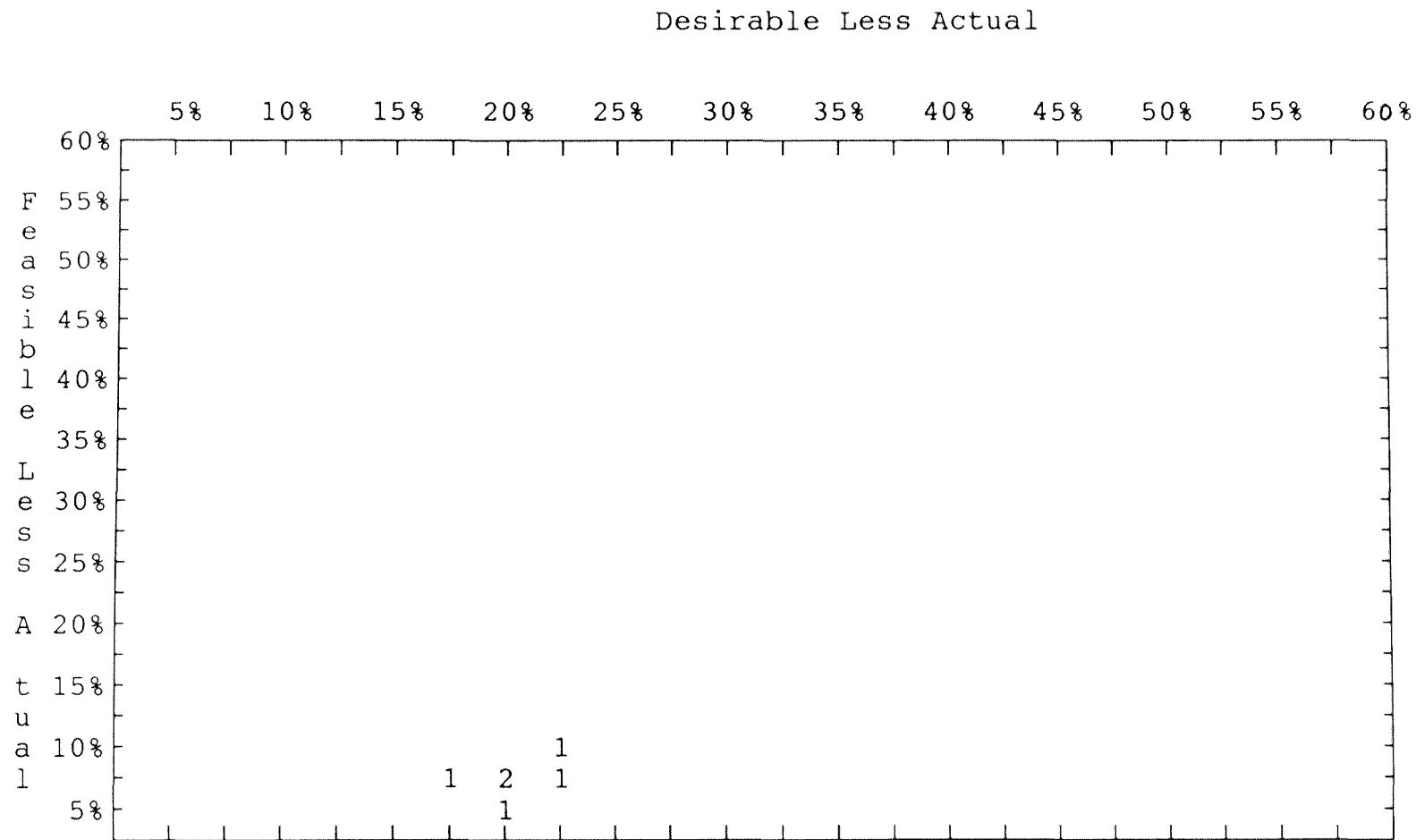
GRAPH 1

Desirable Less Actual



Administrators Perceive Counselors as Having
Between 12.5% and 25% Responsibility
(Differences in Percentages)
Numbers Indicate Frequency of Occurrence

GRAPH 2



Administrators Perceive Counselors as Having
Less Than 12.5% Responsibility
(Differences in Percentages)
Numbers Indicate Frequency of Occurrence

GRAPH 3

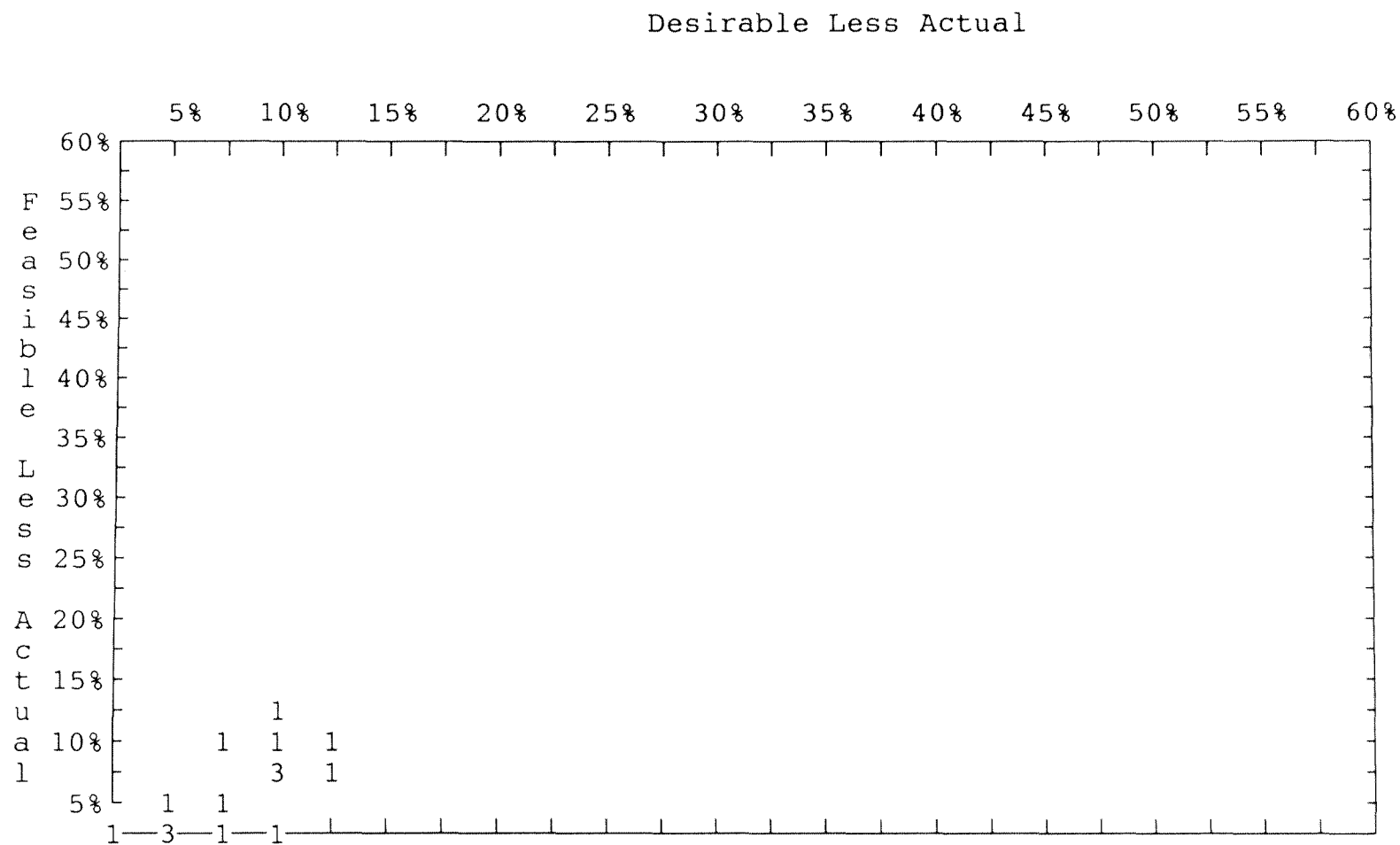
In summary, the responses provided by administrators suggest that they believe that it is both desirable and feasible for counselors to increase their responsibility in providing services to special education students. The means for responses to these items indicate that even though administrators feel additional counselor involvement is both desirable and feasible, administrators do not believe counselors should assume the majority of the responsibility for these tasks. The exception is item 22, counselor participation on the staffing team. Apparently, there are several counselor tasks where administrators view increased counselor responsibility as significantly more desirable and feasible. However, administrators identify the percentage of responsibility counselors should have for these tasks as being 50 percent or less.

Counselors

Graphs 4, 5, and 6 offer a view of the counselors' own perceptions of the desirability and feasibility of these tasks compared to their opinion of how they are actually performing them. Their pattern of perception is similar to that of administrators. Like administrators, counselors also see most tasks as being slightly more desirable and feasible than current practice. They agree with the administrators that they should not assume a majority of the responsibility for these tasks but believe they should increase their current involvement. Counselors also believe that their involvement with the staffing team should be at 75 percent. Graph 4 shows sixteen significant responses

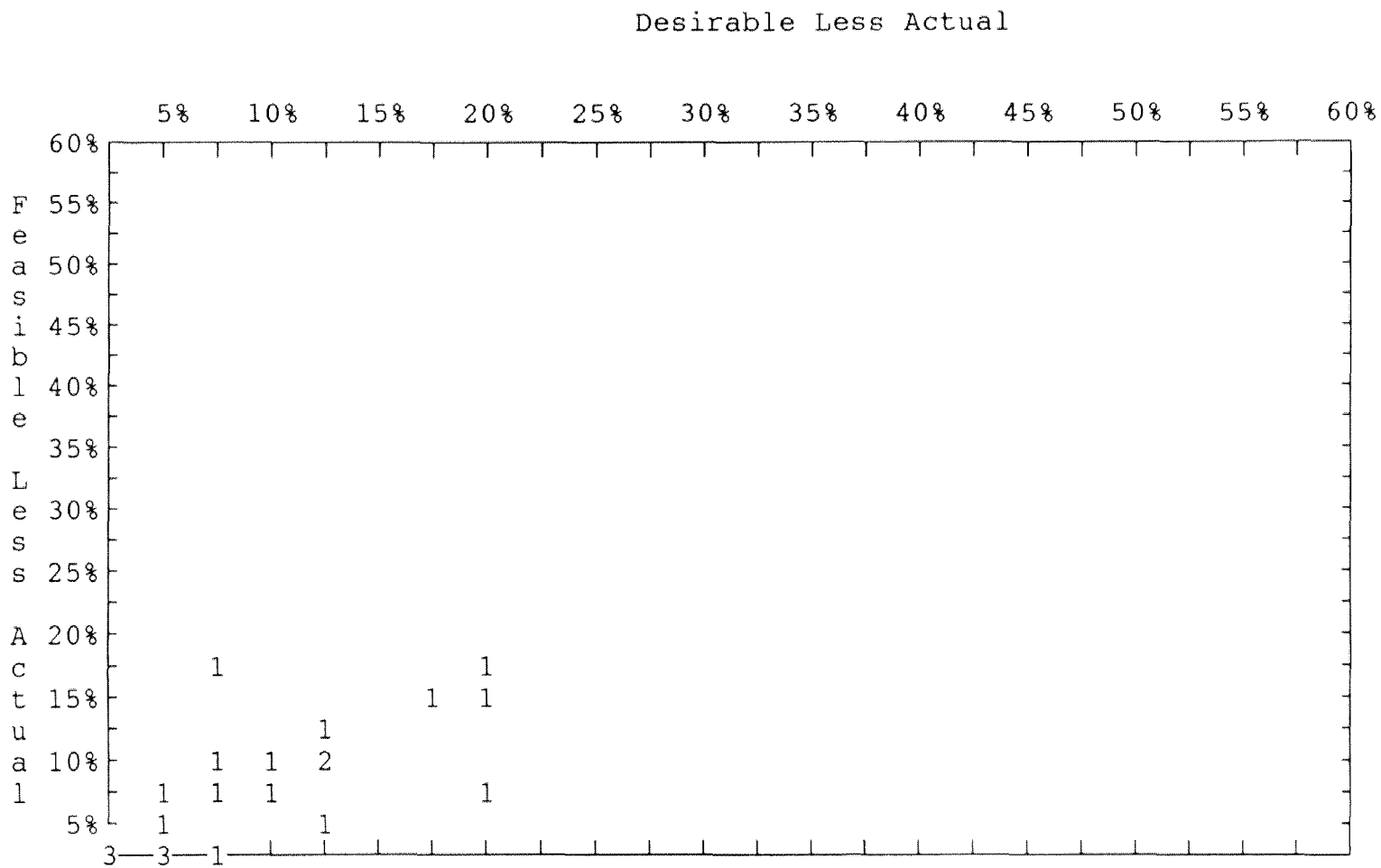
to items where counselors believe it is desirable and feasible for them to increase their responsibility 2.5-12.5 percent.

Graph 5 shows twenty-two items where significantly different responses by counselors indicate they assume 12.5-25 percent of the responsibility. On these items counselors believe it is desirable for them to increase their responsibility 2.5-20 percent and feasible to increase the responsibility level 2.5-17.5 percent. Graph 6 shows fourteen significant differences on responses to tasks where counselors believe they take on 12.5 percent or less of the responsibility for completion but see an increase as desirable (2.5-12.5 percent) and feasible (2.5-17 percent). Counselor involvement on the staffing team is believed to be greater than counselors believe is desirable or feasible. Overall, counselors' views are similar to those of administrators. Like administrators, counselors see a need to increase their involvement in the program for special education students, but not to the point where they would assume the majority of responsibility for any particular task.



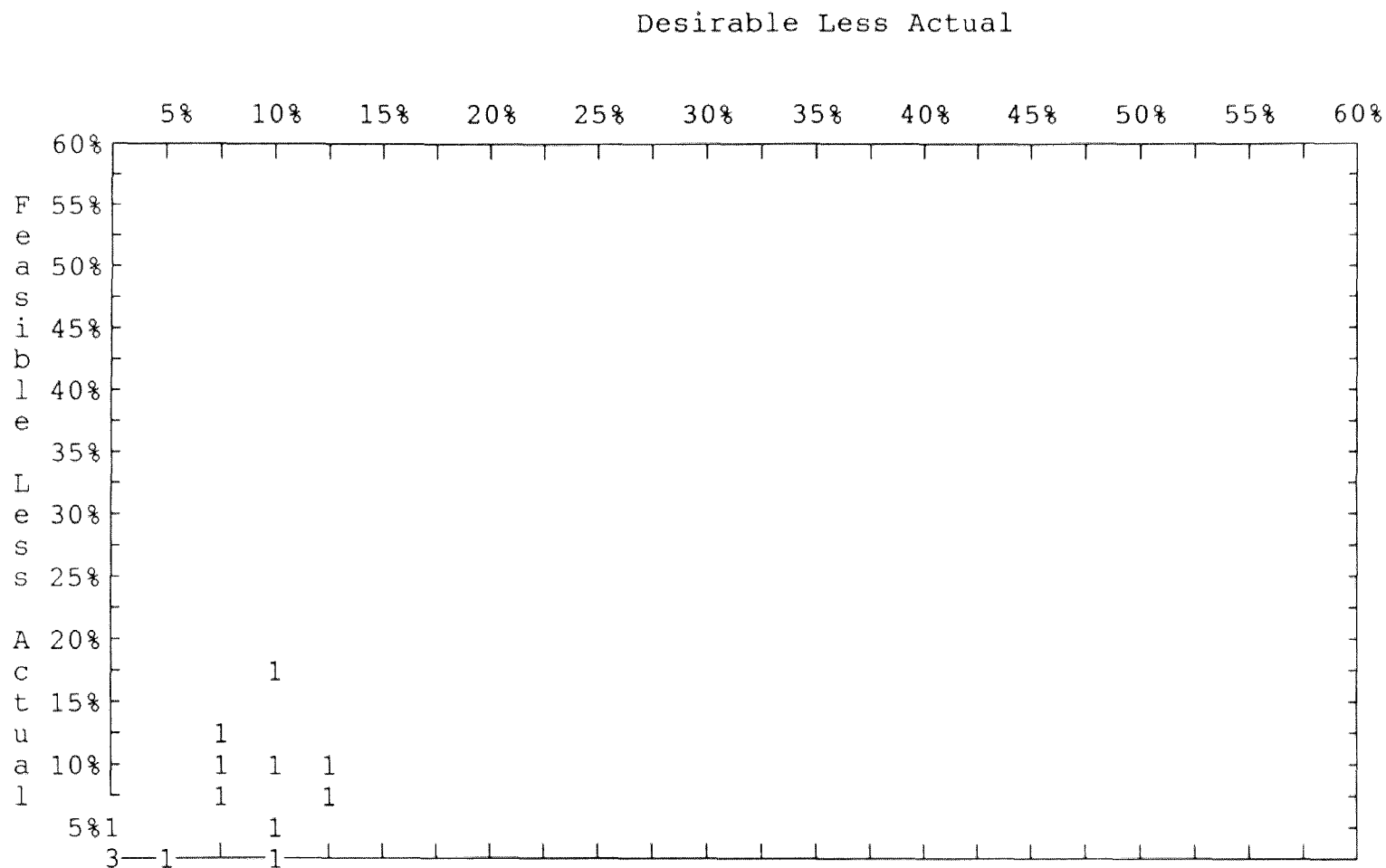
Counselors Perceive Themselves as Having
More Than 25% Responsibility
(Differences in Percentages)
Numbers Indicate Frequency of Occurrence

GRAPH 4



Counselors Perceive Themselves as Having
Between 12.5% and 25% Responsibility
(Differences in Percentages)
Numbers Indicate Frequency of Occurrence

GRAPH 5

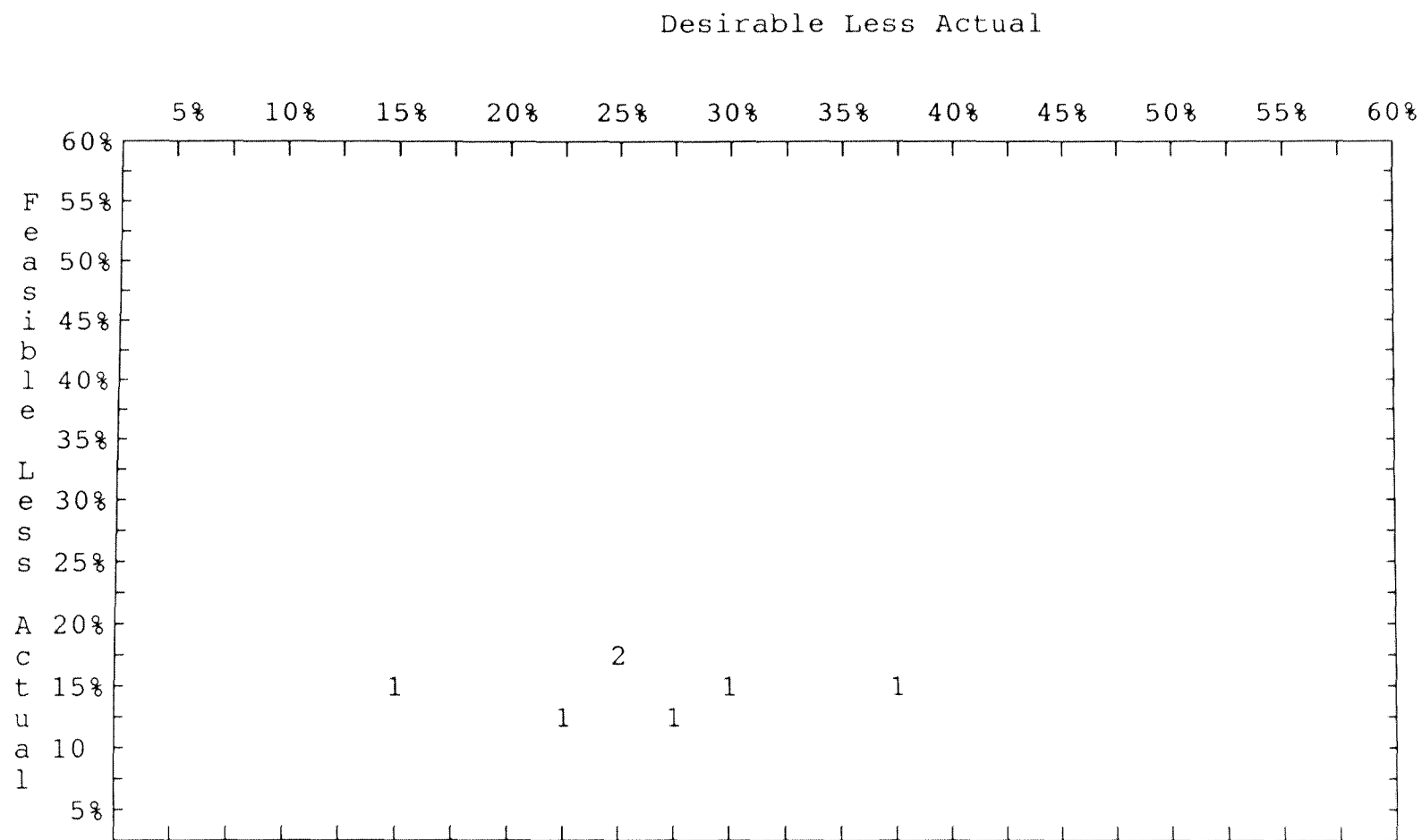


Counselors Perceive Themselves as Having
 Less Than 12.5% Responsibility
 (Differences in Percentages)
 Numbers Indicate Frequency of Occurrence

GRAPH 6

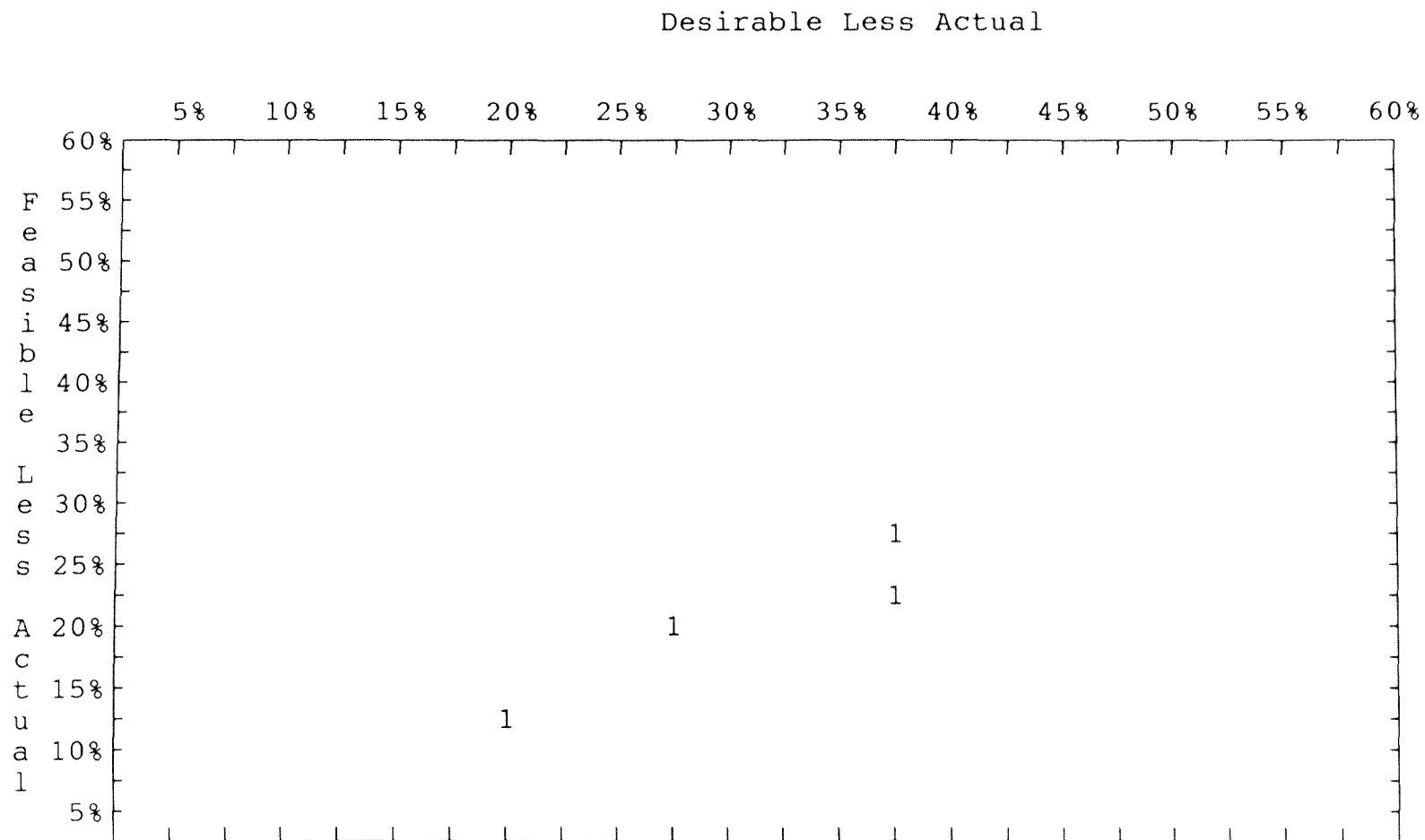
Regular Education Teachers

The pattern represented in Graphs 7, 8, and 9 shows that regular education teachers also believe that additional counselor involvement with special education students is desirable and feasible. However, the number of items showing a statistically significant difference on responses is less than for administrators and counselors. Graph 7 shows seven tasks where regular education teachers believe a change in counselor responsibility is desirable and feasible. Their responses indicate that it is desirable to increase responsibility 15-37.5 percent and feasible 12.5-17.5 percent. Graph 8 shows four significantly different responses to tasks where regular education teachers believe counselors are actually involved 12.5 percent to 25 percent of the time but where the desirability and feasibility factors were higher. The desirable responsibility level is 20-37.5 percent more and the feasible level is 12.5-27.5 percent higher. Graph 9 shows that counselor involvement on two tasks is also more desirable and feasible than counselors' actual involvement (12.5 percent or less responsibility). Regular education teachers believe the desirable level is 30-35 percent higher and the feasible level is 30-32.5 percent higher. Like administrators and counselors, regular education teachers do not believe counselors should be totally responsible for the tasks, but that the level of involvement should increase.



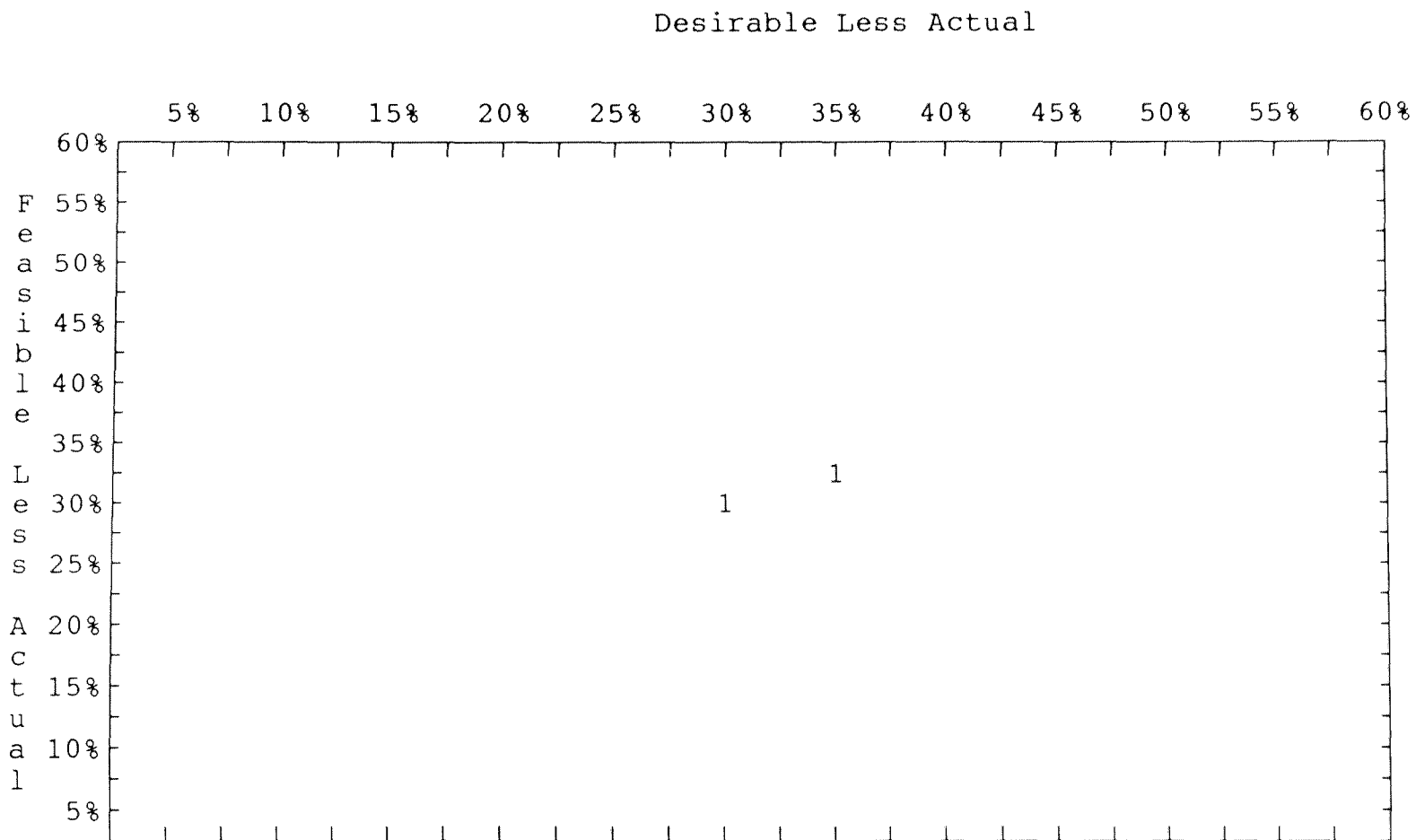
Regular Education Teachers Perceive Counselors as Having
More Than 25% Responsibility
(Differences in Percentages)
Numbers Indicate Frequency of Occurrence

GRAPH 7



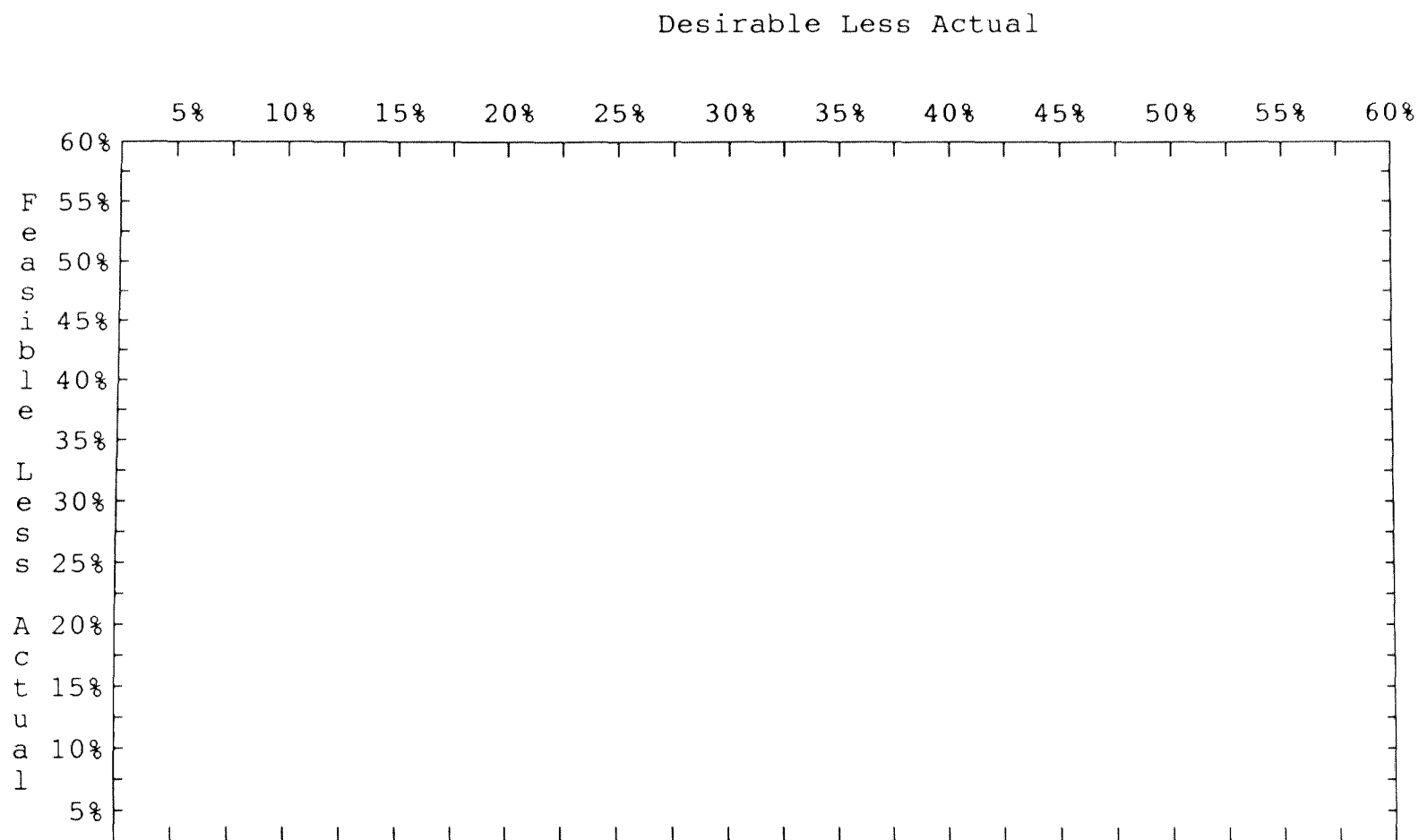
Regular Education Teachers Perceive Counselors as Having
Between 12.5% and 25% Responsibility
(Differences in Percentages)
Numbers Indicate Frequency of Occurrence

GRAPH 8



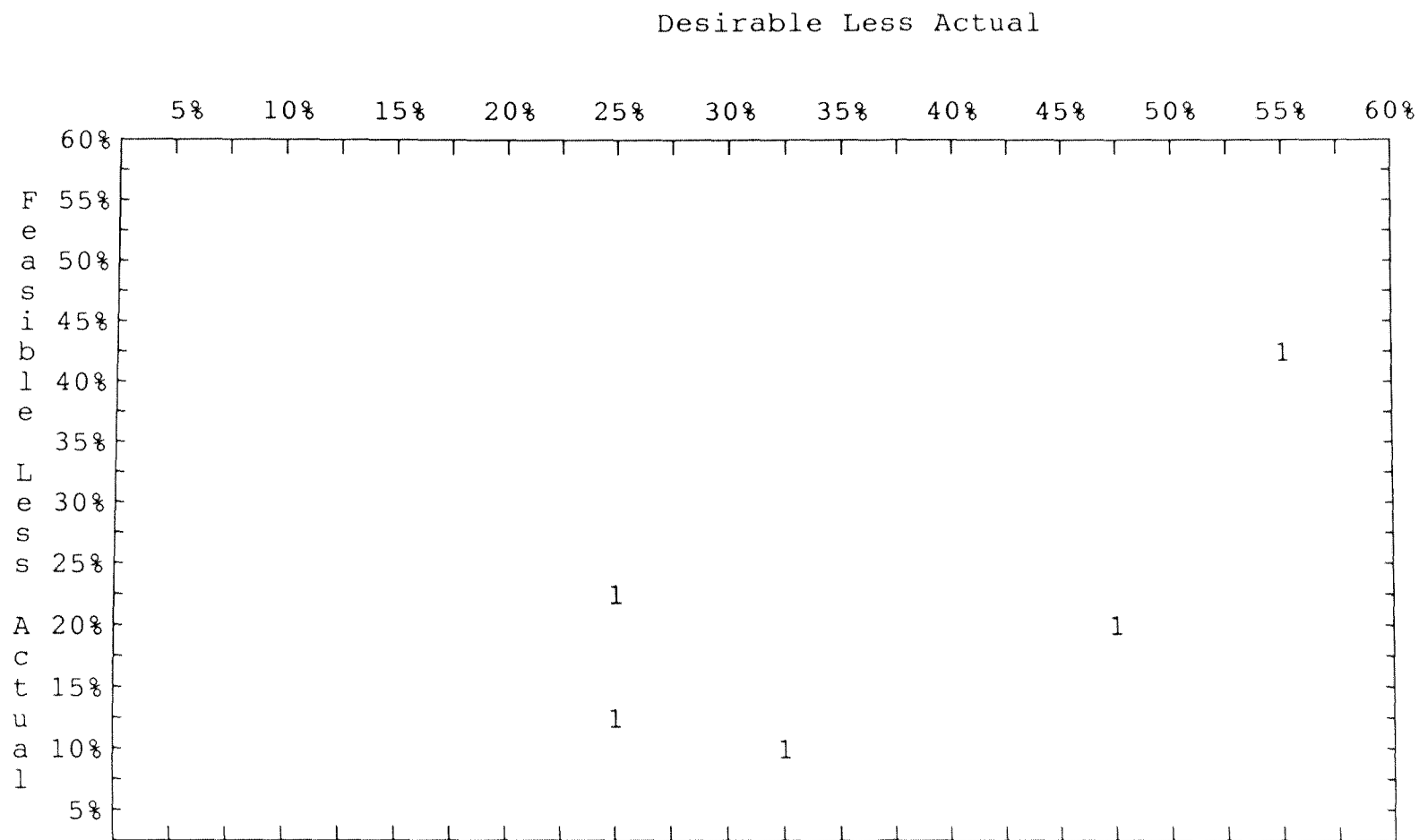
Regular Education Teachers Perceive Counselors as Having
 Less Than 12.5% Responsibility
 (Differences in Percentages)
 Numbers Indicate Frequency of Occurrence

GRAPH 9



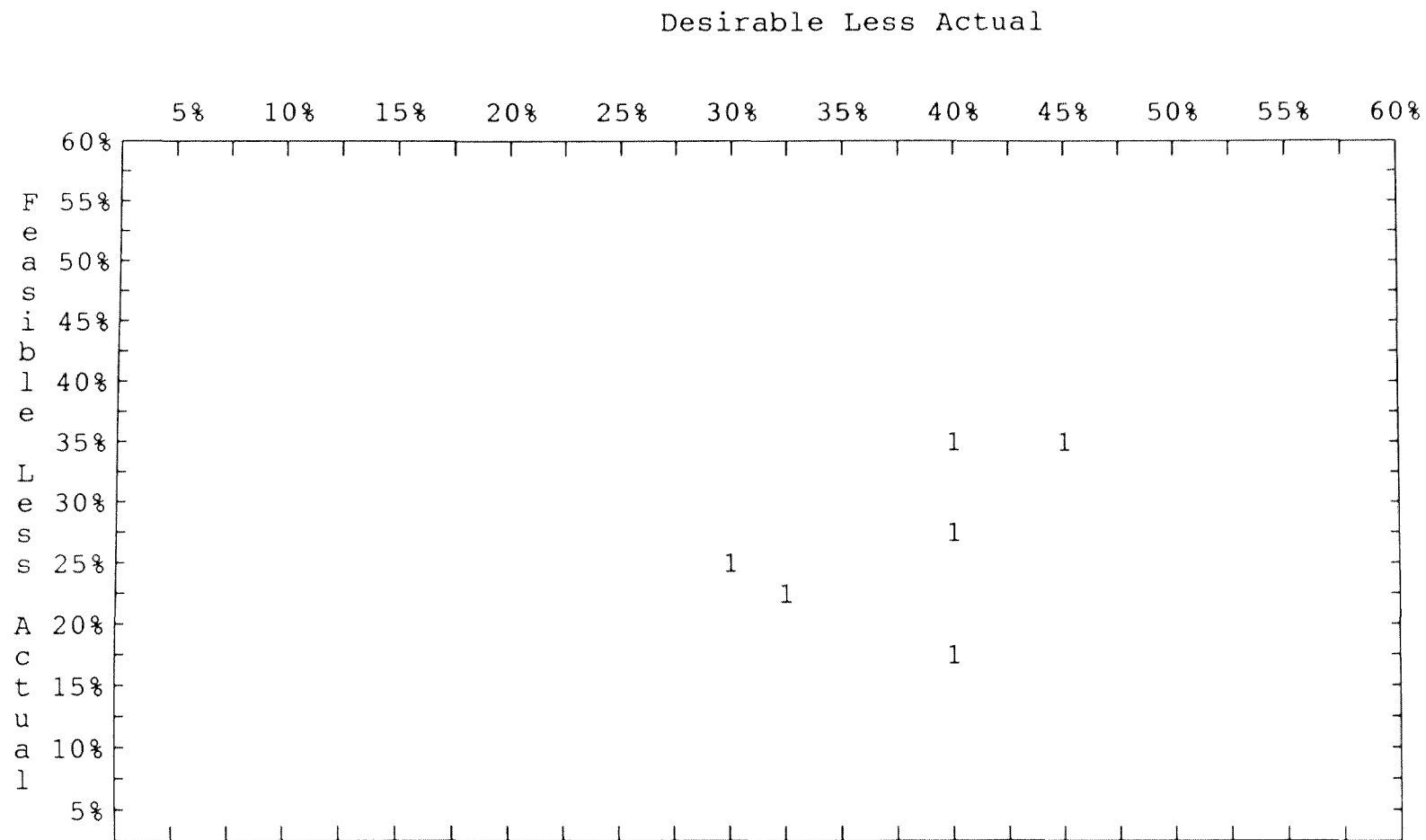
Special Education Teachers Perceive Counselors as Having
More Than 25% Responsibility
(Differences in Percentages)
Numbers Indicate Frequency of Occurrence

GRAPH 10



Special Education Teachers Perceive Counselors as Having
Between 12.5% and 25% Responsibility
(Differences in Percentages)
Numbers Indicate Frequency of Occurrence

GRAPH 11



Special Education Teachers Perceive Counselors as Having
 Less Than 12.5% Responsibility
 (Differences in Percentages)
 Numbers Indicate Frequency of Occurrence

GRAPH 12

Special Education Teachers

Graph 10 indicates there were no significant differences on responses to the tasks where special education teachers believe counselors assume responsibility more than 25 percent of the time. Graph 11 shows five tasks where special education teachers believe counselors assume responsibility 12.5-25 percent of the time and where actual involvement is significantly different from either their desirable or feasible level. Special education teachers indicate that all of these tasks should fall under counselor responsibility more often (increase of 25-55 percent) and could feasibly occur more frequently (increase of 10-42.5 percent).

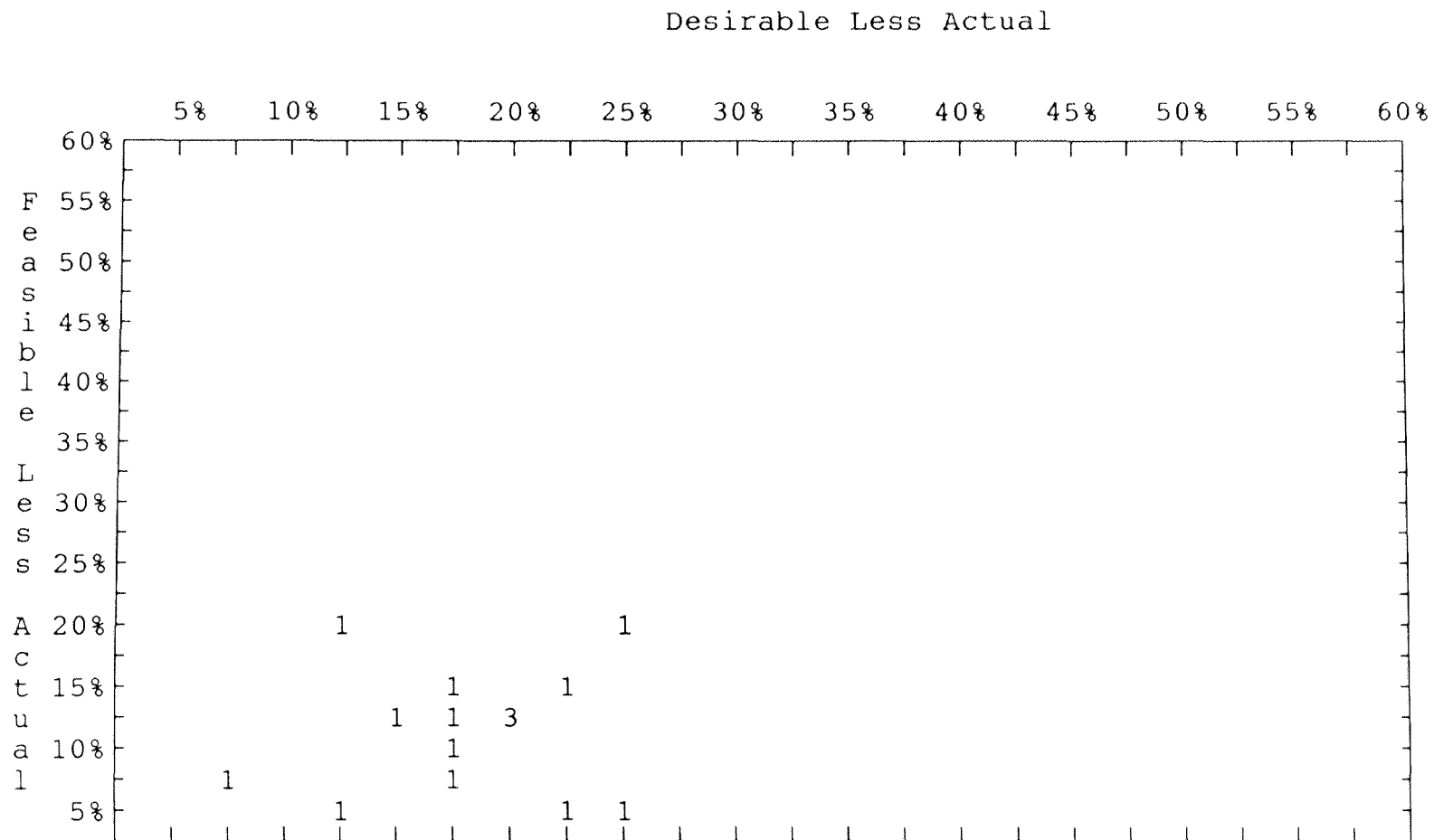
The final graph for special education teachers, 12, shows six tasks where there were significant differences in responses and special education staff believe counselors assume less than 12.5 percent of the responsibility. Additional involvement is seen as more desirable (30-45 percent increase) and feasible (17.5-35 percent increase).

Middle School Staff

Graphs 13, 14, and 15 show the response pattern for the sampled middle school staff. Graph 13 shows that this group identified fifteen tasks where they believe counselors were taking on more than 25 percent of the responsibility (25-70 percent) and the differences between actual and desirable or feasible levels are significant. Counselor involvement on all of those tasks is seen as more desirable (increase of 7.5-25 percent) and feasible (increase of 5-20 percent).

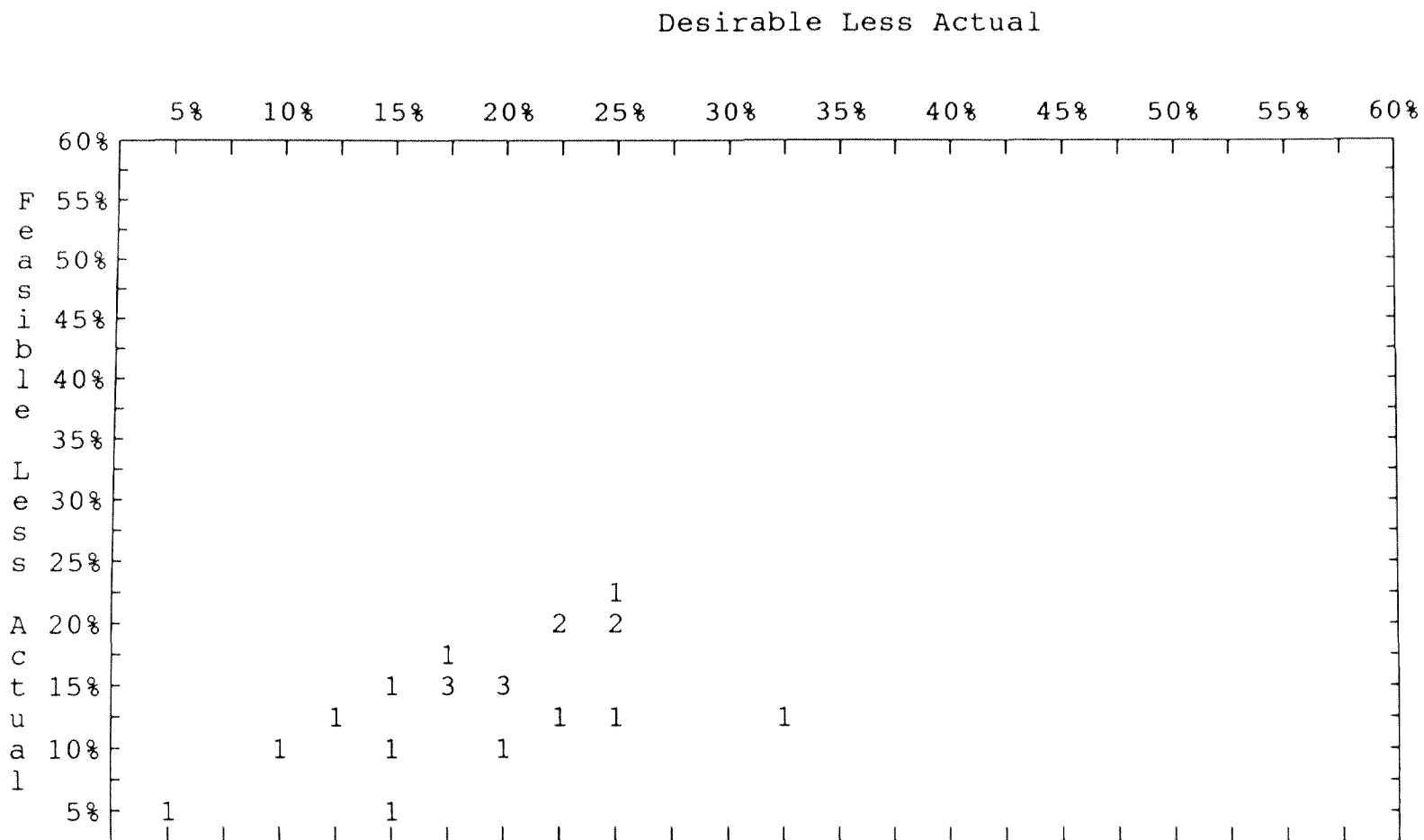
Graph 14 identifies twenty-two significantly different responses to tasks that middle school staff believe are the counselors' responsibility 12.5-25 percent of the time. In all cases, middle school staff would like to see an increase in counselor responsibility (5-32.5 percent) and view increased responsibility as feasible (5-22.5 percent).

Graph 15 shows the middle school staff's significantly different responses on nine items. Actual counselor responsibility for these tasks is viewed as 12.5 percent or less. Middle school staff indicate they believe it is desirable to increase counselor responsibility on these tasks 10-30 percent and feasible to increase responsibility 10-22.5 percent. As with the previous groups, it appears that this group sees a need for increased counselor involvement on numerous tasks. However, they do not feel counselors should assume majority responsibility for any task.



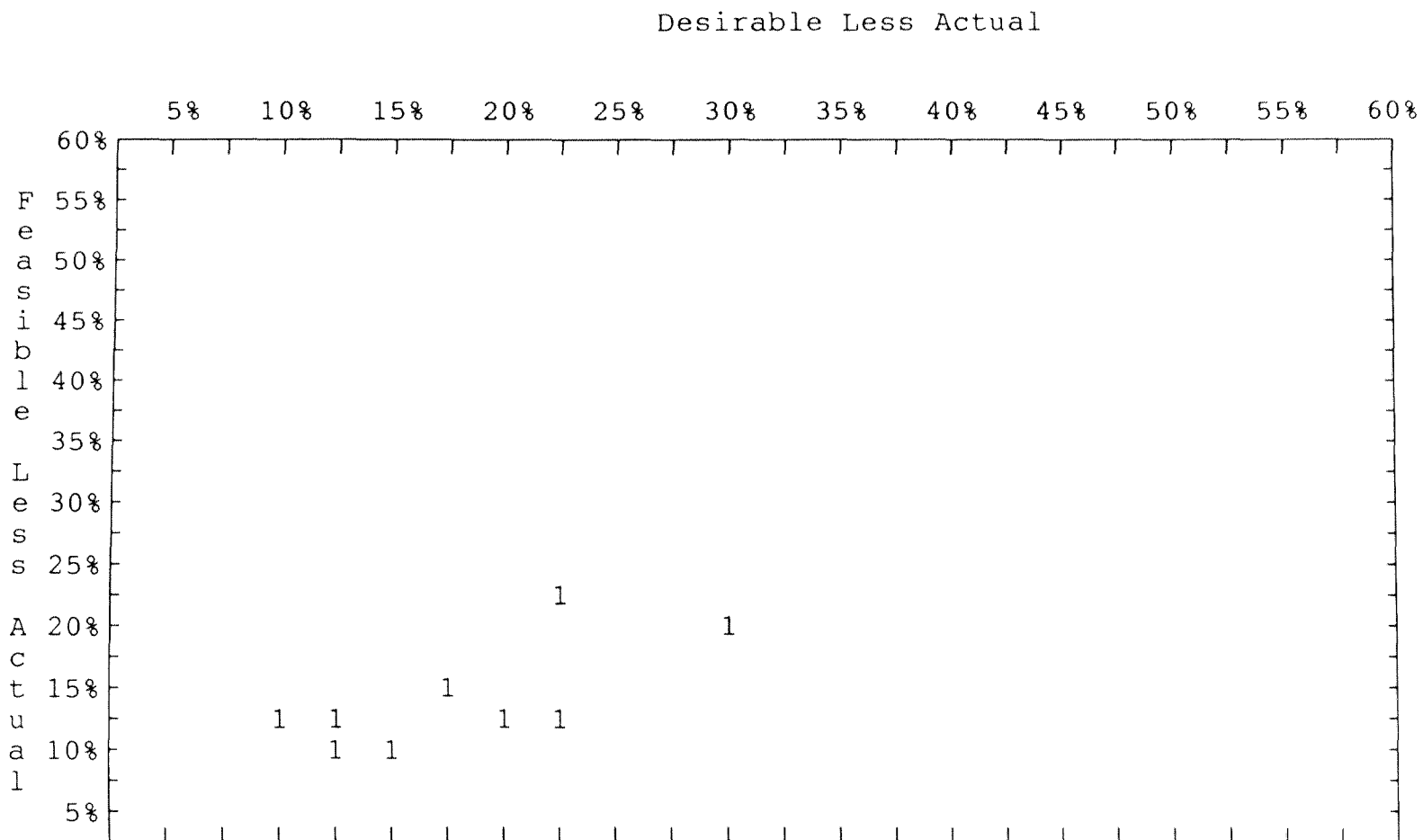
Middle School Staff Perceive Counselors as Having
More Than 25% Responsibility
(Differences in Percentages)
Numbers Indicate Frequency of Occurrence

GRAPH 13



Middle School Staff Perceive Counselors as Having
Between 12.5% and 25% Responsibility
(Differences in Percentages)
Numbers Indicate Frequency of Occurrence

GRAPH 14



Middle School Staff Perceive Counselors as Having
Less Than 12.5% Responsibility
(Differences in Percentages)
Numbers Indicate Frequency of Occurrence

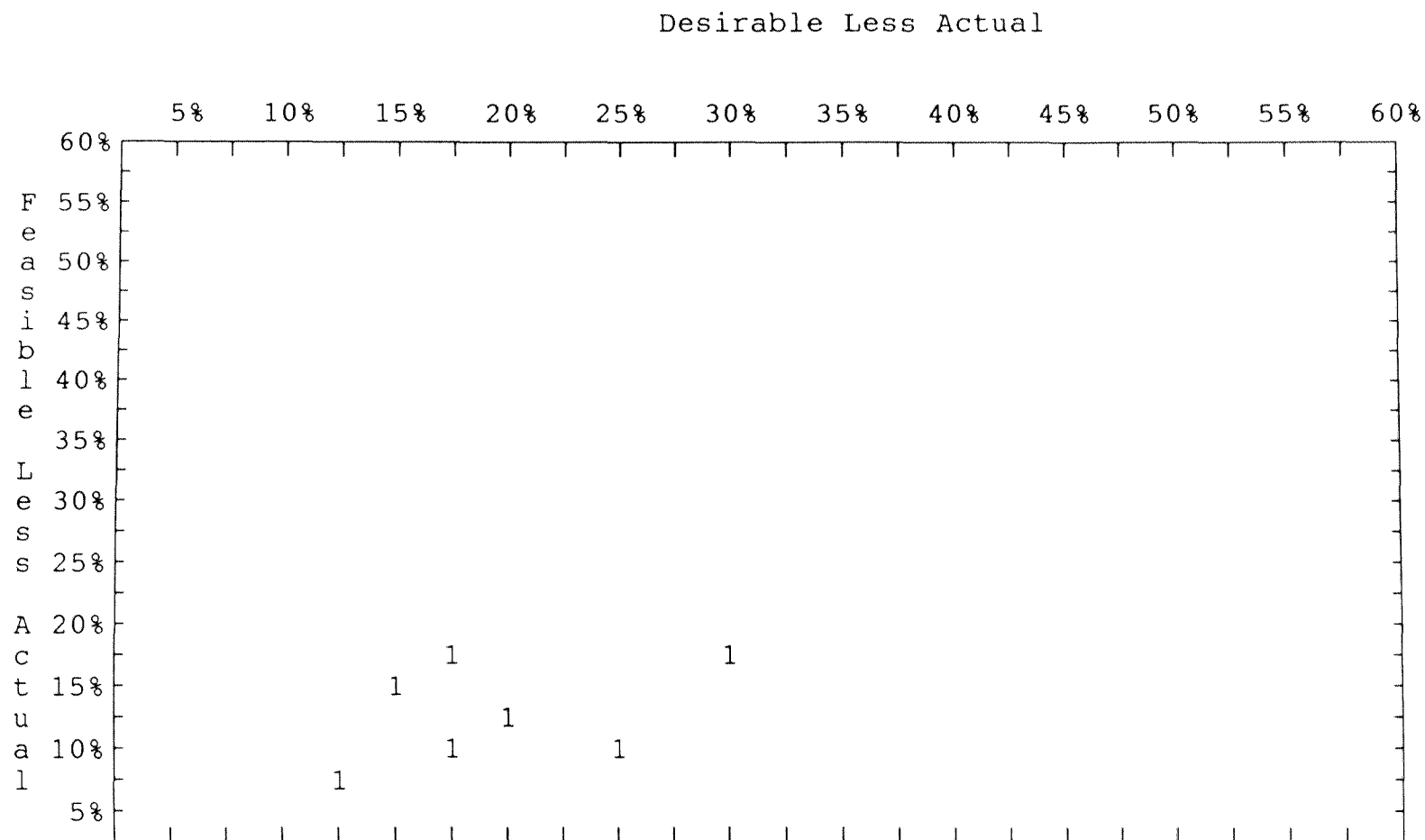
GRAPH 15

High School Staff

Graph 16 presents the high school staff's view of the seven tasks where they feel counselors assume 25 percent or more of the responsibility. All seven items are seen as more desirable and feasible and all differences are significant. Survey results suggest that high school staff believe counselor responsibility should be increased to 12.5-30 percent (depending on the particular task), and that in general, such an increase is feasible (7.5-17.5 percent).

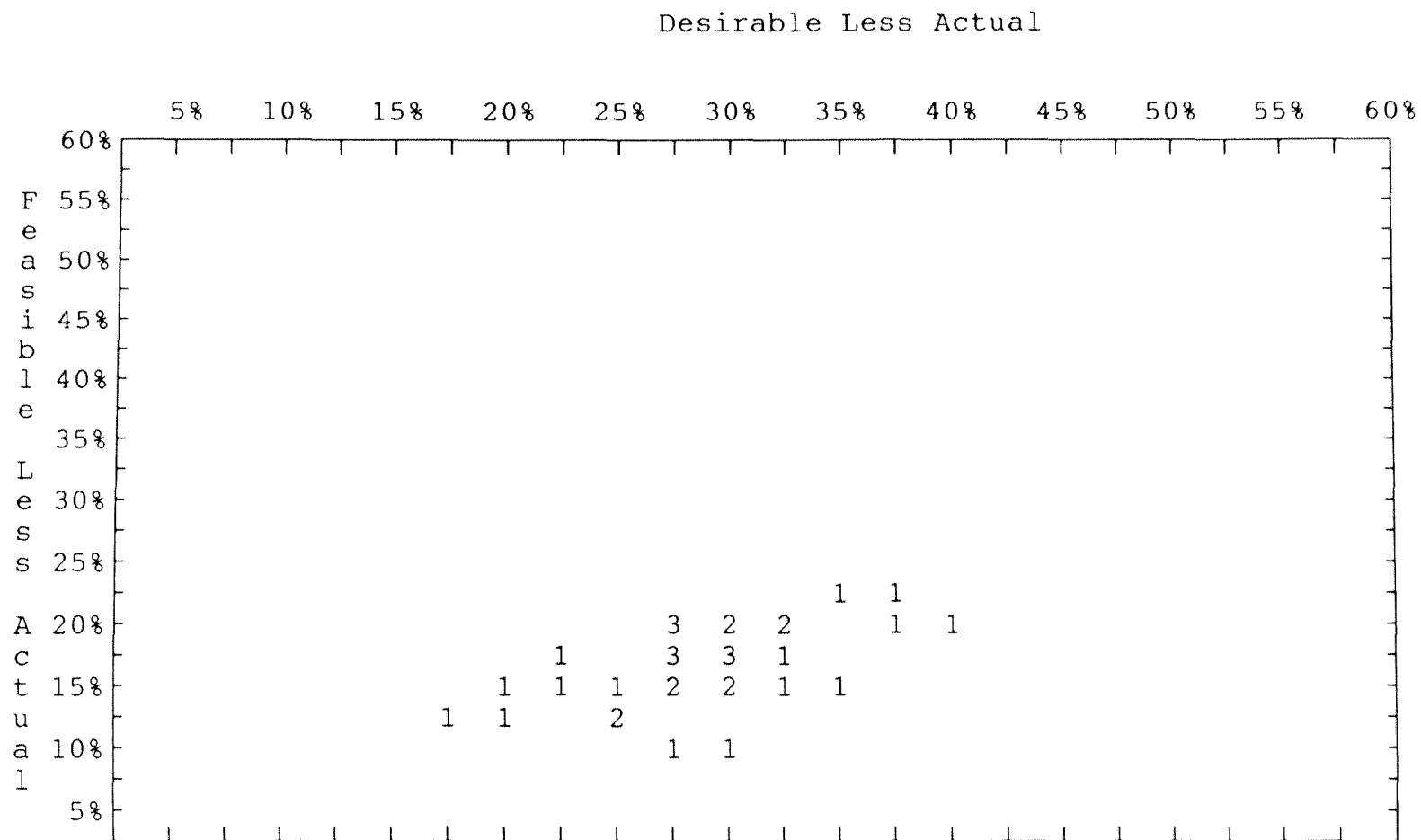
Graph 17 shows thirty-four significantly different responses to tasks where the high school staff believes counselors are responsible 12.5-25 percent of the time. The responses suggest that it is desirable for counselors to increase their responsibility 17.5-40 percent and feasible to increase responsibility by 10-22.5 percent. Graph 18 displays nine significantly different responses to tasks (items where counselor responsibility is 12.5 percent or less). Counselor responsibility for all of these items is viewed as more desirable (20-35 percent increase) and feasible (15-17.5 percent increase).

High school staff members, like the other groups, identify several tasks where they believe counselors could and should increase their involvement in order to provide better service to special education students. They do not, however, believe any tasks should be the total responsibility of the counselor.



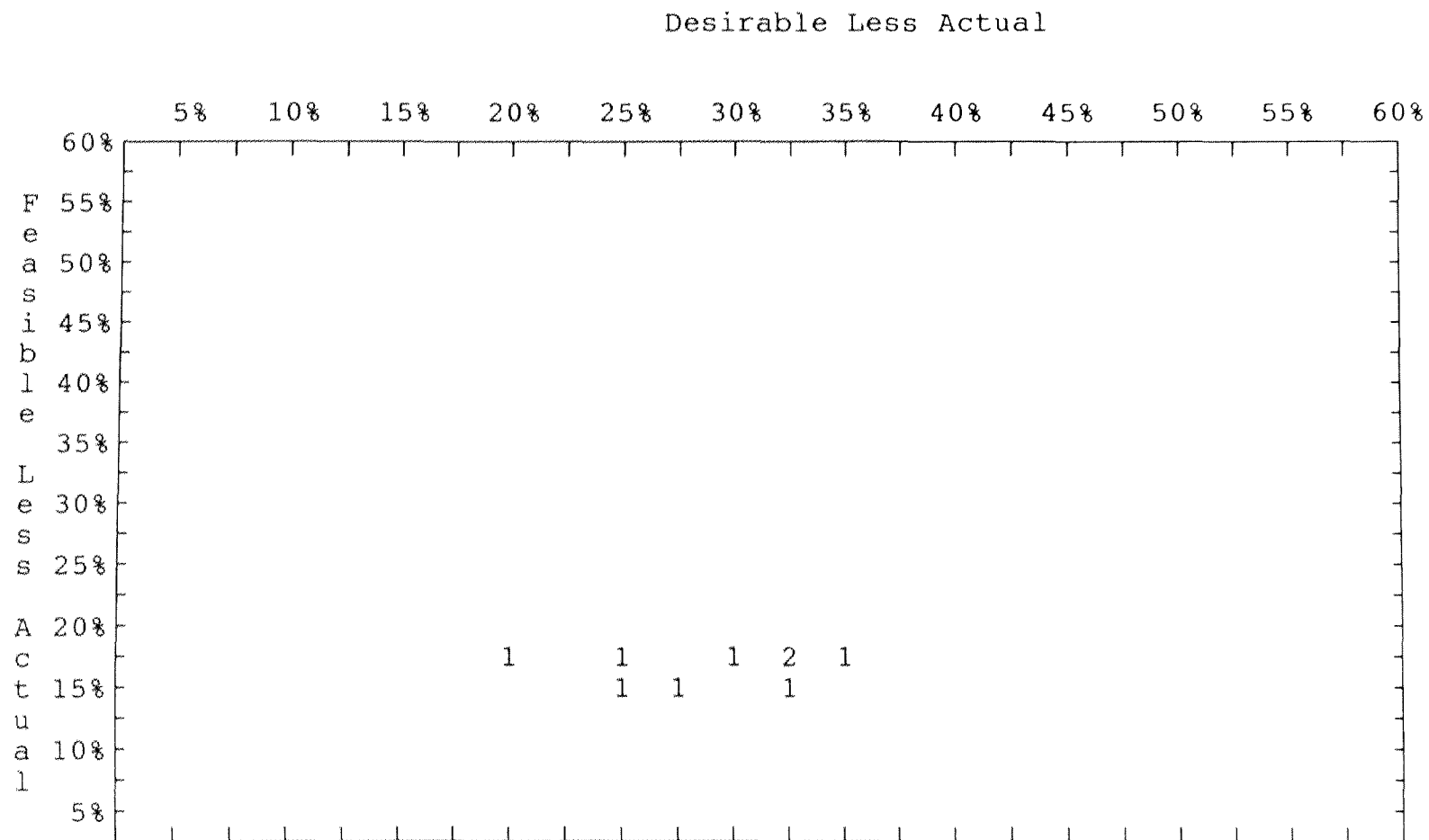
High School Staff Perceive Counselors as Having
More Than 25% Responsibility
(Differences in Percentages)
Numbers Indicate Frequency of Occurrence

GRAPH 16



High School Staff Perceive Counselors as Having
Between 12.5% and 25% Responsibility
(Differences in Percentages)
Numbers Indicate Frequency of Occurrence

GRAPH 17



High School Staff Perceive Counselors as Having
Less Than 12.5% Responsibility
(Differences in Percentages)
Numbers Indicate Frequency of Occurrence

GRAPH 18

Group Summaries

Tables 80 and 81 summarize the results presented above. Table 80 presents a comparison of actual and desirable variables for all groups. The table shows those items (significant and nonsignificant) where each select group believes counselors should assume more responsibility. Table 81 presents those tasks where respondents believed counselors could assume more responsibility (actual and feasible variables for all groups).

No system could implement all desirable changes at once, so a priority ranking must be developed. Table 82 presents a list of items the survey results indicate should be targeted first. The following criteria was used to determine selection:

At least three select groups (administrators, counselor, regular education teachers, special education teachers) saw the item as significantly more desirable than actually occurs and at least two select groups saw the same items as significantly more feasible than actually occurs.

or

At least two select groups saw the item as significantly more desirable than actually occurs and at least three select groups saw the same item as significantly more feasible than actually occurs.

and

The items selected in step one must be seen as significantly more desirable than feasible by two or fewer select groups.

This ranking provides the school district with a starting point for determining what changes should and could be implemented. The first six items in Table 82 meet both criteria. Five additional items that meet only the first criteria are also presented.

The first item in the table is providing counseling for special education students regarding their academic problems. All four groups saw this as significantly more feasible, but only administrators and regular education teachers saw it as significantly more desirable. It may be necessary for counselors and special education teachers to clarify their viewpoint or make an adjustment.

The next three items are from the consulting/ coordinating section of the model. The first two, providing support for the regular education teachers and consulting with administrators in implementing a special education student's program, were seen as significantly more desirable by administrators and counselors and significantly more feasible by three groups. The third item in this section, coordinating the development of the IEP, was seen as significantly more desirable by all groups except special education teachers and more feasible by two groups. Respondents did not believe that counselors should have complete responsibility for these tasks, but felt that the counselor's involvement should increase.

The remaining two items which meet both criteria are from the instructing section of the model. Both deal with providing information to the parents of special education students. The information covers resources available outside the school and academically related activities for use with their students. Performing these tasks allows counselors to provide indirect assistance to a larger number of special education students.

TABLE 80

DESIRED RESPONSIBILITY VERSUS ACTUAL RESPONSIBILITY

Comparisons of Each Group's Perceptions

Item No.	Less Responsibility	More Responsibility	No Change		
Counseling:					
1. academic problems	A	A*,C,R*,S,M*,H*			
2. social problems		A*,C*,R,S,M,H*			
3. vocational/career		C*,R,S,M,H			
4. behavior management		A,C*,R*,S,M,H*			
5. communication skills		A*,C,R,S,M,H*			
6. social/educa./voc. prob.		A,C*,R,S,M,H*			
7. with regular ed. stud.		A*,C*,R,S,M*,H			
8. reg. ed. stud. attitudes		A,C*,R,S,M,H			
9. discipline problems		A,C*,R,S*,M,H			
10. sp. educ. parents		A,C,R,S,M,H			
Consulting/Coordinating:					
11. sp. educ. teachers	C*	A*,C*,R,S,M*,H*	C		
12. reg. educ. teachers		A,C*,R,S,M*,H			
13. reg. & sp. ed. teachers		A*,R*,S,M,H*			
14. observation & evaluation		A*,C*,R,S,M*,H*			
15. support reg. ed. tchrs.		A*,C*,R,S,M,H*			
16. reg. ed. tchr. attitudes		A*,C,R,S*,M*,H*			
17. behavior management		A,C,R,S,M,H			
18. with administrators		A*,C*,R,S,M*,H*			
19. special educ. parents		A*,C*,R*,S,M*,H*			
20. staffings		A*,C*,R,S,M*,H*			
21. development of IEP		A*,C*,R*,S,M*,H*			
22. member of staffing team		A*,R*,S,M*,H*			
23. assisting in IEP		A*,C*,R,S,M*,H*			
24. writing IEP goals		A*,C*,R,S,M*,H*			
25. maintaining records		A*,R,S,M*,H*			
26. interpret needs to staff		A*,C*,R,S,M,H*			
27. advocate for sp. educ.		A,C*,R,S,M,H			
28. with community resources		A*,C,R,S,M,H			
Instructing:					
29. students about ident.				A*,C*,R,S,M,H	
30. RET about identification	A*,C*,R,S,M,H*				
31. teacher in-service	A*,C*,R,S,M,H				
32. inform. to parents	A*,C*,R,S,M*,H				
33. outside info. to parents	A*,C*,R,S,M,H*				
34. academic act. for parents	A*,C*,R,S,M*,H*				
35. behav. manag. for parents	A*,C*,R,S,M,H*				
36. discipline tech. parents	A*,C*,R,S,M,H*				
37. acq. knowledge of needs	A*,C,R,S,M*,H				
38. knwldg. of needs to prnts.	A*,C*,R,S,M*,H				
39. knwldg. of needs to staff	A*,C*,R,S,M*,H				
40. knwldg. of needs to comm.	A*,C,R,S,M*,H				
41. acq. knowledge of charac.	A*,C*,R,S,M*,H				
42. knwldg. of char. to staff	A,C*,R,S,M*,H				
43. knwldg. of char. to prnts.	A*,C*,R,S,M*,H*				
44. knwldg. of char. to comm.	A,C*,R,S,M*,H				
45. knwldg. of char. to stdts.	A*,C*,R,S,M*,H*				
46. acq. knowledge of assess.	A,C*,R,S,M*,H				
47. assess. knwldg. to parents	A*,C*,R,S,M*,H*				
48. assess. knwldg. to staff	A*,C*,R,S,M,H*				

Table 80 (cont.)

49. assess. knowldg. to comm.		A*,C*,R,S,M,H*
50. assess. knowldg. to stdnts.		A*,C*,R,S,M,H
51. acq. legislation knowldg.		A*,C*,R,S,M,H*
52. legisl. knowldg. to parents		A*,C*,R*,S,M,H*
53. legisl. knowldg. to tchrs.	M	A*,C*,R,S,H*
54. legisl. knowldg. to comm.		A*,C*,R,S,M,H*
55. legisl. knowldg. to stdts.		A*,C,R,S,M,H*

A=Administrators, C=Counselors, R=Regular Education Teachers, S=Special Education Teachers, M=Middle School Staff, H=High School Staff, *=Difference is Significant

TABLE 81
FEASIBLE RESPONSIBILITY VERSUS ACTUAL RESPONSIBILITY
Comparisons of Each Group's Perceptions

Item No.	Less Responsibility	More Responsibility	No Change
Counseling:			
1. academic problems		A*,C*,R*,S*,M*,H*	
2. social problems		A*,C*,R,S,M*,H*	
3. vocational/career		A*,C*,R,S,M,H*	
4. behavior management		A*,C*,R,S,M*,H*	
5. communication skills		A*,C*,R,S,M,H*	
6. social/educa./voc. prob.		A,C*,R*,S,M*,H*	
7. with regular ed. stud.		A*,C*,R,S,M*,H*	
8. reg. ed. stud. attitudes		A*,C,R,S,M*,H*	
9. discipline problems		A*,C*,R,S*,M*,H*	
10. sp. educ. parents		A*,C*,R,S,M*,H*	
Consulting/Coordinating:			
11. sp. educ. teachers		A*,C*,R,S,M*,H*	
12. reg. educ. teachers		A*,C*,R,S,M*,H*	
13. reg. & sp. ed. teachers		A*,C*,R,S,M,H*	
14. observation & evaluation		A*,C*,R,S,M*,H*	
15. support reg. ed. tchrs.		A*,C*,R,S*,M*,H*	
16. reg. ed. tchr. attitudes		A*,C*,R*,S,M*,H*	
17. behavior management		A*,C*,R,S,M,H	
18. with administrators		A*,C*,R*,S*,M*,H*	
19. special educ. parents		A,C,R,S,M,H*	
20. staffings		A,C*,R,S,M,H*	
21. development of IEP		A*,C*,R,S,M*,H*	
22. member of staffing team	C*	A*,R,S,M*,H*	
23. assisting in IEP		A,C*,R,S,M*,H*	
24. writing IEP goals		A*,C*,R,S,M*,H*	
25. maintaining records	C*	A*,R,S*,M*,H*	
26. interpret needs to staff		A*,C*,R,S,M*,H*	
27. advocate for sp. educ.		A*,C*,R,S,M*,H*	
28. with community resources		A*,C*,R,S,M,H*	
Instructing:			
29. students about ident.		A*,C*,R,S,M*,H	
30. RET about identification		A*,C*,R,S,M*,H*	
31. teacher in-service		A*,C*,R,S,M,H*	
32. inform. to parents		A*,C*,R,S,M*,H*	
33. outside info. to parents		A*,C*,R*,S*,M*,H*	

Table 81 (cont.)

34. academic act. for parents		A*,C*,R,S*,M*,H*
35. behav. manag. for parents		A*,C*,R,S,M,H*
36. discipline tech. parents		A*,C*,R,S,M*,H
37. acq. knowledge of needs		A*,C*,R,S,M*,H
38. knwldg. of needs to prnts.		A*,C*,R,S,M*,H*
39. knwldg. of needs to staff		A*,C*,R,S,M*,H*
40. knwldg. of needs to comm.		A*,C,R,S,M*,H*
41. acq. knowledge of charac.		A*,C*,R,S,M*,H*
42. knwldg. of char. to staff		A*,C*,R,S,M*,H*
43. knwldg. of char. to prnts.		A*,C*,R,S,M*,H*
44. knwldg. of char. to comm.		A*,C*,R,S,M*,H
45. knwldg. of char. to stdts.		A*,C*,R,S,M*,H*
46. acq. knowledge of assess.		A*,C*,R*,S,M*,H*
47. assess. knwldg. to parents		A*,C*,R,S,M*,H
48. assess. knwldg. to staff		A*,C*,R,S,M*,H*
49. assess. knwldg. to comm.		A*,C*,R*,S,M*,H*
50. assess. knwldg. to stdnts.		A*,C*,R,S,M*,H*
51. acq. legislation knwldg.		A*,C*,R,S*,M,H*
52. legisl. knwldg. to parents		A*,C*,R,S,M*,H*
53. legisl. knwldg. to tchrs.	M*	A*,C*,R,S,H*
54. legisl. knwldg. to comm.		A,C*,R,S,M,H
55. legisl. knwldg. to stdts.		A*,C*,R,S,M*,H

A=Administrators, C=Counselors, R=Regular Education Teachers, S=Special Education Teachers, M=Middle School Staff, H=High School Staff, *=Difference is Significant

TABLE 82

TASKS WHERE INCREASED COUNSELOR RESPONSIBILITY
IS DESIRABLE AND FEASIBLE

	Desirable vs Actual	Feasible vs Actual	Desirable vs Feasible
Counseling:			
1. academic problems	A*R*	A*C*R*	A*R*
Consulting/Coordinating:			
15. support regular education teachers	A*C*	A*C*S*	A*R*
18. with administrators	A*C*	A*C*R*S*	A*
21. development of IEP	A*C*R*	A*C*	A*S*
Instructing			
33. outside information to parents	A*C*	A*C*R*S*	A*C*
34. academic activities for parents	A*C*	A*C*S*	A*R*
Counseling:			
9. discipline problems	C*S*	A*C*S*	A*C*R*S*
Consulting/Coordinating:			
16. regular education teacher attitudes	A*S*	A*C*R*	A*C*S*
Instructing			
49. assessment knowldg. to community	A*C*	A*C*R*	A*C*R*
51. acquire legislative knowledge	A*C*	A*C*S*	A*C*S*
52. legislative knowldg. to parents	A*C*R*	A*C*	A*C*S*

A=Administrators, C=Counselors, R=Regular Education Teachers, S=Special Education Teachers,
*=Difference is Significant

The final five items included in Table 82 which meet the first criteria but not the second, could be examined by the school staff to determine whether there is a need for change. At the time of the study, these factors were seen as more desirable and feasible than actually occurs, but the feasibility factor overrode desirability. A re-examination would be necessary to determine if this perception has changed. The five items deal with counseling special education students regarding their discipline problems, assisting regular education teachers in identifying their feelings and attitudes regarding special education students, sharing assessment procedures with the community, acquiring knowledge of legislation related to special education students, and sharing that knowledge with parents.

Administrators versus Counselors

A comparison of the responses of administrators and counselors on the three areas shows more agreement between these two groups than any other pair. With respect to desirability, administrators disagree significantly with counselors on only ten items; three from the consulting/coordinating section and seven from the instructing area.

On the actual variable, the only difference between administrators and counselors is on item number thirty-three (disseminating information to special education students' parents regarding available resources outside the school), where administrators believe this happens more often than counselors do. There are no significant differences between administrators and counselors on the feasible variable. This indicates that these two groups are in agreement

about what services are feasible for counselors to provide special education students given counselors' other responsibilities. These results confirm the findings of other studies which suggest that administrators and counselors have fewer differences of opinion regarding the counselors' current or ideal role.

Administrators versus Regular Education Teachers

Administrators' and regular education teachers' responses on the desirable variable differ significantly on nineteen tasks. The majority of the differences are on instructing tasks, with three from each of the other two areas. On all nineteen items, regular education teachers view the task as more desirable than administrators do.

There are no significant differences between the responses of administrators and regular education teachers on the actual variable. Both groups apparently have similar views about what counselors are doing in their schools. However, these two groups do differ on fifteen tasks when the issue is feasibility. Regular education teachers feel all these tasks are more feasible than administrators do. Only seven of these items are the same as the ones the regular education teacher viewed as significantly different from administrators when considering the desirable factor. These differences are similar to the differences between the counselors and regular education teachers although there are more significant differences between the counselors and regular education teachers. This similarity should be expected

because of the close agreement between administrators and counselors on most items.

Administrators versus Special Education Teachers

Administrators and special education teachers differ significantly on the desirability of eight tasks. Two are from the consulting/ coordinating portion of the model and the others from the instructing portion. Special education teachers see all items as more desirable.

Comparing the views of these same two groups on the actual variable shows significant differences on twenty-five tasks. Administrators believe all tasks occur more often than special education teachers do. Four of the differences are on counseling items, ten on instructing items, and the remaining eleven are consulting/ coordinating items.

On the feasible variable, there are only two items where there are significant differences between these two groups. These items involve sharing knowledge of special education characteristics, handicapping conditions, and the developmental process and sharing knowledge of federal and state legislation related to special education students with the community. Both tasks are seen as more feasible by special education teachers.

Even though administrators and special education teachers differ on what tasks are desirable, they have similar views about what is feasible for counselors to implement in their schools. The results on the actual level of responsibility reflect the similarity between administrators and counselors.

Counselors versus Regular Education Teachers

On the desirable variable, counselors and regular education teachers differ significantly on all but sixteen tasks. When these two groups disagree, the regular education teachers view each item as more desirable than the counselors do.

Comparing these same two groups on the actual variable shows a difference on three items. Surprisingly, in all three cases, the regular education teachers see counselors performing the task more often than counselors indicate they actually do. These tasks involve coordinating school services for special education students with outside resources, disseminating information to parents concerning available resources outside the school, and teaching special education students' parents behavior management techniques.

Regular education teachers identify twenty-seven tasks they believe counselors could feasibly perform more often in their schools. All but one of these tasks is also regarded as more desirable by the regular education teachers. These results indicate that regular education teachers and counselors have different perceptions of what counselors could be doing to provide direct or indirect services to special education students.

Counselors versus Special Education Teachers

Comparing counselors' responses to those of special education teachers on the desirable variable shows significant differences on thirty tasks. Special education teachers see all thirty items as more desirable than counselors do. Three items are from the counseling section of the model, four

from the consulting/ coordinating section, and the remaining twenty-three from the instructing section. This indicates special education teachers believe that special education students would benefit more from counselor tasks which provide indirect services.

Comparing the same two groups on the actual variable shows a difference on ten items, with counselors indicating that they perform the task more often than the special education teachers believe. Two of these tasks are counseling items, seven consulting/ coordinating, and one instructing.

The final comparison for these two groups, the feasible variable, shows differences on fourteen items, with the special education teachers indicating the tasks are more feasible than counselors believe. These items are also seen as more desirable by special education teachers. One item is from the consulting/ coordinating portion of the model and the other thirteen are from the instructing portion. These comparisons indicate that special education teachers and counselors also have different perceptions about what the counselors could be doing to benefit special education students. These tasks selected by special education teachers as more desirable and feasible would target larger groups of students or staff, thereby providing services to a greater number of special education students either directly or indirectly.

Regular Education Teachers versus Special Education Teachers

There are only two items where there are significant differences between regular and special education teachers on the desirable variable. These items focus on counselors consulting with special and regular educa-

tion teachers regarding special education students' programs. These two tasks are seen as more desirable by regular education teachers.

On the actual variable, there are twenty-five tasks where the two groups of teachers hold significantly different views. Two items, counseling special and regular education students together to discuss social, educational, or vocational problems and counseling regular education students to discuss their attitudes, feelings, and expectations of special education students, are seen as actually occurring more often by special education teachers than by regular education teachers. The other twenty-one items are seen by regular education teachers as occurring more often. Two of these are counseling tasks, eight are consulting/ coordinating tasks, and the other thirteen are instructing tasks.

Comparisons on the feasible variable for regular and special education teachers show significant differences on only four items, with all four seen as more feasible by regular education teachers than special education teachers. These four consulting/ coordinating items focus on consulting with special and regular education teachers regarding special education students' programs, assisting in the development of the IEP, and interpreting special education students' needs to the school staff.

These results show a similarity of responses between special and regular education teachers on the desirable and feasible items, with more differences occurring regarding their views of what counselors are actually doing. This indicates that these two groups are in agreement on what they would ideally

like to see happen and how much of this can be implemented. However, they hold differing views about counselors' actual involvement at the present time.

Middle School versus High School Staff

Comparing middle school and high school staff on the desirability variable shows a significant difference on five consulting/coordinating tasks. The high school staff sees all of these items as being more desirable than middle school staff. Four of these items deal with counselor involvement in the IEP process and keeping of records. The one additional item deals with consultation with special education staff.

Examining the comparisons on the actual variable shows significant differences between the two groups on three tasks, one from each section of the model, with the middle school staff viewing these counselor tasks as actually occurring more often. These tasks involve counseling special education students regarding their discipline problems; participating in the observation and evaluation of referred students; and acquiring the knowledge base related to special education characteristics, handicapping conditions, and the development process.

The final variable comparison, feasibility, shows significant differences on four consulting/coordinating tasks. Three items are viewed as more feasible by the high school staff and one by the middle school staff. The high school staff views consultation with special education staff, assisting in the development of the IEP, and maintaining the records on special education

students as more feasible at their level. Middle school staff members view participating in the observation and evaluation of referrals as more feasible at their level.

Desirability/Feasibility Grids

The desirability/feasibility grids show similar agreement between administrators and counselors. Only on item twenty-two, counselors participating as a member of the staffing team, did counselors and administrators agree that the counselor's level of responsibility should be 75-100 percent.

Regular education teachers placed five counseling tasks, six consulting/ coordinating tasks, and nine instructing tasks in the positive range (75-100 percent responsibility) for both desirability and feasibility. Special education teachers placed two items in each of the first two model areas and five in the instructing area into the highest range for desirability and feasibility. All nine tasks placed in the positive range by special education teachers were also placed in this range by the regular education group.

Recommendations

The analysis in this study may be relevant only where the activities of counselors and the environment in which they operate resembles what exists in the North Kansas City School System. However, to the extent such conditions exist, there are a number of recommendations which follow from the responses given by the sampled population. The first set of recommendations apply to the North Kansas City School System only.

First, counselors in the North Kansas City School District should examine the views they hold regarding these tasks to determine if the survey in fact reflects the levels of responsibility they believe they should assume in serving special education students. If so, then clarification of these tasks is needed, particularly for regular and special education teachers.

Second, because there appears to be close agreement between counselors and administrators, the counselors' primary task is to explain their position to the staff and listen to the reasons the staff sees a need for change. It is also important at this stage to clarify what is actually happening in the counseling office, because only administrators seem to hold a viewpoint similar to counselors.

A third recommendation would be to expand this survey to incorporate other groups' viewpoints. In particular, emphasis should be placed on gaining the input of special education students and their parents. Previous studies of counselors' role clarification have shown that students have a good understanding of the types of services that would benefit them. Parent surveys have also provided valuable input.

A fourth recommendation would be to apply this same study to the groups serving elementary school students. Counselors at the elementary level typically do more group activities with whole classes. It would be beneficial for these counselors to know how the different groups view the ways in which services for special education students could be incorporated into their program.

A fifth and final recommendation for the North Kansas City School System would be to adapt this instrument to do a rank order response to the tasks or to follow the recommended rankings in Table 82. In this way, items that the staff feels are most important could be given the highest priority. Counselors should identify a few tasks regular and special education teachers feel are both desirable and feasible, and modify their services in order to incorporate these tasks more often.

The first recommendation for other school systems trying to define the counselor's role in serving special education students would be to replicate this study in their system. If the developed model agrees with the desired counselor role for serving special education students, then a survey of staff could assist the administration and counseling staff in identifying the areas in need of clarification or modification. In the initial study, the school system should include parents, students, elementary staff, and any other professional group whose opinion is seen as important.

Additional recommendations for other school systems are to identify differences and attempt to clarify them, establish a rank order of the tasks, and set up a priority list for changes.

Final Comments

The results of this study indicate it may be necessary for counselors to modify their involvement with special education students. The findings also call for a reallocation of the time counselors devote to certain tasks.

Changing the services offered by counselors will take time and the rest of the staff needs to accept and be involved in this process. All surveyed groups, even when identifying tasks as more desirable and feasible, showed an understanding that it was not possible for counselors to accept more than 50% responsibility under the current structure.

Above all, this research and the review of the literature indicate that it is important to have the counselor's role defined clearly. Historically, counselors have performed tasks that they believed should be done or which administrators assigned to them. Rarely, has any clearly defined counselor role been established. The expansion of services to special education students in the public school over the past ten years has complicated this problem. P.L. 94-142 provides for services from the counseling department, but gives no clear definition about what the services should entail. Once again, the counselor's role is left undefined. This study has presented one model of counseling services for special education students in order to forge a better definition of the counselor's role. The results show that surveys of this kind can be used to gather information about the professional staff's view of counselors' services. The findings presented here reveal some discrepancies in these viewpoints which may require modification or clarification of the counselors' role.

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APPENDIX A

ORIGINAL INSTRUMENT

	IN THE IDEAL SCHOOL SYSTEM, WHAT PERCENT OF THIS TASK SHOULD BE DONE BY THE SCHOOL COUNSELOR?					IN MY PRESENT SCHOOL SYSTEM, WHAT PERCENT OF THIS TASK IS DONE BY THE SCHOOL COUNSELOR?					IN MY PRESENT SCHOOL SYSTEM, WHAT PERCENT OF THIS TASK COULD BE DONE BY THE SCHOOL COUNSELOR?				
	100%	75%	50%	25%	0%	100%	75%	50%	25%	0%	100%	75%	50%	25%	0%
1. Counseling special education students individually regarding their academic problems (study skills, scheduling classes, and needed program adjustments).	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
2. Counseling special education students individually regarding social problems they experience because of their handicap (mental, physical, or emotional).	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
3. Counseling special education students individually regarding their vocational and/or career choices.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
4. Counseling special education students individually to set up behavior management programs or contracts.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
5. Counseling special education students in groups to discuss social problems experienced because of their handicap (mental, physical, or emotional).	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
6. Counseling special education students in groups to discuss their academic needs and necessary adjustments.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
7. Counseling special education students in groups to discuss vocational and/or career choices. . .	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
8. Counseling special education students in groups to develop effective communication skills. . .	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
9. Counseling special education students in groups to discuss social, educational, or vocational problems.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

	IN THE IDEAL SCHOOL SYSTEM, WHAT PERCENT OF THIS TASK SHOULD BE DONE BY THE SCHOOL COUNSELOR?					IN MY PRESENT SCHOOL SYSTEM, WHAT PERCENT OF THIS TASK IS DONE BY THE SCHOOL COUNSELOR?					IN MY PRESENT SCHOOL SYSTEM, WHAT PERCENT OF THIS TASK COULD BE DONE BY THE SCHOOL COUNSELOR?				
	100%	75%	50%	25%	0%	100%	75%	50%	25%	0%	100%	75%	50%	25%	0%
10. Counseling special education students in groups with regular education students to discuss social, educational, or vocational problems. . .	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
11. Counseling regular education students in groups to discuss their attitudes, feelings, and expectations of special education students. . . .	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
12. Counseling special education students individually to discuss their discipline problems. . .	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
13. Counseling regular education students individually to discuss their attitudes, feelings, and expectations of special education students. . .	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
14. Counseling special education parents individually to discuss their feelings and concerns for themselves and their child.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
15. Counseling special education parents in groups to discuss their feelings and concerns for themselves and their child.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
16. Consulting with special education teacher(s) individually regarding special education student(s)' program.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
17. Consulting with special education teachers in groups regarding special education student(s)' program.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
18. Consulting with regular education teacher(s) individually regarding special education student(s)' program.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
19. Consulting with regular education teachers in groups regarding special education student(s)' program.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

	IN THE IDEAL SCHOOL SYSTEM, WHAT PERCENT OF THIS TASK SHOULD BE DONE BY THE SCHOOL COUNSELOR?					IN MY PRESENT SCHOOL SYSTEM, WHAT PERCENT OF THIS TASK IS DONE BY THE SCHOOL COUNSELOR?					IN MY PRESENT SCHOOL SYSTEM, WHAT PERCENT OF THIS TASK COULD BE DONE BY THE SCHOOL COUNSELOR?				
	100%	75%	50%	25%	0%	100%	75%	50%	25%	0%	100%	75%	50%	25%	0%
20. Consulting with regular education teacher(s) and special education teacher(s) together regarding special education student(s)' program.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
21. Participating in the observation and evaluation of students referred for special services. . . .	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
22. Providing support for the regular education teacher in implementing a special education student's program.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
23. Assisting regular education teachers individually in identifying their feelings and attitudes about special education students.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
24. Assisting small groups of regular education teachers in identifying their feelings and attitudes about special education students. . . .	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
25. Assisting regular education teachers individually in establishing a behavior management program for special education student(s).	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
26. Assisting small groups of regular education in establishing behavior management programs for special education students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
27. Consulting individually with administrators regarding education programs of special education students.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
28. Consulting with small groups of administrators regarding education programs of special education students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

	IN THE IDEAL SCHOOL SYSTEM, WHAT PERCENT OF THIS TASK SHOULD BE DONE BY THE SCHOOL COUNSELOR?					IN MY PRESENT SCHOOL SYSTEM, WHAT PERCENT OF THIS TASK IS DONE BY THE SCHOOL COUNSELOR?					IN MY PRESENT SCHOOL SYSTEM, WHAT PERCENT OF THIS TASK COULD BE DONE BY THE SCHOOL COUNSELOR?				
	100%	75%	50%	25%	0%	100%	75%	50%	25%	0%	100%	75%	50%	25%	0%
29. Consulting special education parents individually regarding the educational program of their child.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
30. Consulting small groups of special education parents regarding the educational program of their children.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
31. Coordinating staffings.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
32. Coordinating the development of the special education student's IEP.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
33. Participating as a member of the staffing team.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
34. Assisting in the development of the IEP.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
35. Writing affective goals for the IEP.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
36. Maintaining the records on special education students.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
37. Interpreting special education students' needs to the school staff in small groups.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
38. Interpreting special education students' needs to individual teachers.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
39. Working as an advocate for needs and rights of special education students and/or their parents	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
40. Coordinating school's program for special education student(s) with other community resources.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
41. Teaching individual regular education students about the identification of handicapped populations.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

	IN THE IDEAL SCHOOL SYSTEM, WHAT PERCENT OF THIS TASK SHOULD BE DONE BY THE SCHOOL COUNSELOR?					IN MY PRESENT SCHOOL SYSTEM, WHAT PERCENT OF THIS TASK IS DONE BY THE SCHOOL COUNSELOR?					IN MY PRESENT SCHOOL SYSTEM, WHAT PERCENT OF THIS TASK COULD BE DONE BY THE SCHOOL COUNSELOR?				
	100%	75%	50%	25%	0%	100%	75%	50%	25%	0%	100%	75%	50%	25%	0%
42. Teaching regular education students in small groups about the identification of handicapped populations.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
43. Teaching regular education students in large groups about the identification of handicapped populations.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
44. Teaching regular education teachers in small groups about the identification of handicapped populations.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
45. Teaching regular education teachers in large groups about the identification of handicapped populations.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
46. Conducting teacher in-service programs for regular education teachers dealing with information about special education programs.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
47. Disseminating information to individual parents concerning their child's handicap.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
48. Disseminating information to small groups of parents concerning their children's handicap.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
49. Disseminating information to large groups of parents concerning their children's handicap.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
50. Disseminating information to individual parents concerning the school's special education program.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
51. Disseminating information to small groups of parents concerning the school's special education program.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

	IN THE IDEAL SCHOOL SYSTEM, WHAT PERCENT OF THIS TASK SHOULD BE DONE BY THE SCHOOL COUNSELOR?					IN MY PRESENT SCHOOL SYSTEM, WHAT PERCENT OF THIS TASK IS DONE BY THE SCHOOL COUNSELOR?					IN MY PRESENT SCHOOL SYSTEM, WHAT PERCENT OF THIS TASK COULD BE DONE BY THE SCHOOL COUNSELOR?				
	100%	75%	50%	25%	0%	100%	75%	50%	25%	0%	100%	75%	50%	25%	0%
52. Disseminating information to large groups of parents concerning the school's special education program.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
53. Disseminating information to individual parents concerning available resources outside the school.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
54. Disseminating information to small groups of parents concerning available resources outside the school.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
55. Disseminating information to large groups of parents concerning available resources outside the school.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
56. Explaining to individual special education parents academically related activities they can use with their child.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
57. Explaining to small groups of special education parents academically related activities they can use with their child.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
58. Explaining to large groups of special education parents academically related activities they can use with their child.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
59. Teaching individual special education parents behavior management techniques.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
60. Teaching small groups of special education parents behavior management techniques.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
61. Teaching large groups of special education parents behavior management techniques.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

	IN THE IDEAL SCHOOL SYSTEM, WHAT PERCENT OF THIS TASK SHOULD BE DONE BY THE SCHOOL COUNSELOR?					IN MY PRESENT SCHOOL SYSTEM, WHAT PERCENT OF THIS TASK IS DONE BY THE SCHOOL COUNSELOR?					IN MY PRESENT SCHOOL SYSTEM, WHAT PERCENT OF THIS TASK COULD BE DONE BY THE SCHOOL COUNSELOR?				
	100%	75%	50%	25%	0%	100%	75%	50%	25%	0%	100%	75%	50%	25%	0%
62. Teaching individual special education parents discipline techniques.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
63. Teaching small groups of special education parents discipline techniques.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
64. Teaching large groups of special education parents discipline techniques.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
65. Sharing knowledge regarding handicapping conditions with individual staff members.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
66. Sharing knowledge regarding handicapping conditions with small groups of staff members.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
67. Sharing knowledge regarding handicapping conditions with large groups of staff members.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
68. Sharing knowledge regarding handicapping conditions with individual administrators.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
69. Sharing knowledge regarding handicapping conditions with small groups of administrators.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
70. Sharing knowledge regarding handicapping conditions with large groups of administrators.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
71. Sharing knowledge of special education students' needs and expectations with individual school administrators.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
72. Sharing knowledge of special education students' needs and expectations with small groups of school administrators.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
73. Sharing knowledge of special education students' needs and expectations with large groups of school administrators.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

	IN THE IDEAL SCHOOL SYSTEM, WHAT PERCENT OF THIS TASK SHOULD BE DONE BY THE SCHOOL COUNSELOR?					IN MY PRESENT SCHOOL SYSTEM, WHAT PERCENT OF THIS TASK IS DONE BY THE SCHOOL COUNSELOR?					IN MY PRESENT SCHOOL SYSTEM, WHAT PERCENT OF THIS TASK COULD BE DONE BY THE SCHOOL COUNSELOR?				
	100%	75%	50%	25%	0%	100%	75%	50%	25%	0%	100%	75%	50%	25%	0%
74. Sharing knowledge of special education students' needs and expectations with individual regular education teachers.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
75. Sharing knowledge of special education students' needs and expectations with small groups of regular education teachers.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
76. Sharing knowledge of special education students' needs and expectations with large groups of regular education teachers.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
77. Sharing knowledge of special education students' needs and expectations with the local community.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
78. Sharing knowledge of handicapping conditions with the local community.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
79. Acquiring knowledge of special education characteristics.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
80. Sharing knowledge of special education characteristics with special education parents. . . .	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
81. Sharing knowledge of special education characteristics with regular education teachers. . .	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
82. Sharing knowledge of special education characteristics with administrators.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
83. Sharing knowledge of special education characteristics with the community.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
84. Sharing knowledge of special education characteristics with regular education students. . .	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

	IN THE IDEAL SCHOOL SYSTEM, WHAT PERCENT OF THIS TASK SHOULD BE DONE BY THE SCHOOL COUNSELOR?					IN MY PRESENT SCHOOL SYSTEM, WHAT PERCENT OF THIS TASK IS DONE BY THE SCHOOL COUNSELOR?					IN MY PRESENT SCHOOL SYSTEM, WHAT PERCENT OF THIS TASK COULD BE DONE BY THE SCHOOL COUNSELOR?				
	100%	75%	50%	25%	0%	100%	75%	50%	25%	0%	100%	75%	50%	25%	0%
85. Acquiring knowledge of the developmental process or special education students.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
86. Sharing knowledge of the developmental process of special education students with special education parents.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
87. Sharing knowledge of the developmental process of special education students with regular education teachers.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
88. Sharing knowledge of the developmental process of special education students with administrators.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
89. Sharing knowledge of the developmental process of special education students with the community.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
90. Sharing knowledge of the developmental process of special education students with regular education students.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
91. Acquiring knowledge of special education assessment procedures.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
92. Sharing knowledge of special education assessment procedures with special education parents.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
93. Sharing knowledge of special education assessment procedures with regular education teachers.	1	2	3	4	5	1	2	3		5	1	2	3	4	5
94. Sharing knowledge of special education assessment procedures with administrators.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
95. Sharing knowledge of special education assessment procedures with the community.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

	IN THE IDEAL SCHOOL SYSTEM, WHAT PERCENT OF THIS TASK SHOULD BE DONE BY THE SCHOOL COUNSELOR?					IN MY PRESENT SCHOOL SYSTEM, WHAT PERCENT OF THIS TASK IS DONE BY THE SCHOOL COUNSELOR?					IN MY PRESENT SCHOOL SYSTEM, WHAT PERCENT OF THIS TASK COULD BE DONE BY THE SCHOOL COUNSELOR?				
	100%	75%	50%	25%	0%	100%	75%	50%	25%	0%	100%	75%	50%	25%	0%
96. Sharing knowledge of special education assessment procedures with the regular education students.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
97. Acquiring knowledge of the rights of special education students and their parents.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
98. Sharing knowledge of the rights of special education students and their parents with special education parents.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
99. Sharing knowledge of the rights of special education students and their parents with regular education teachers.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
00. Sharing knowledge of the rights of special education students and their parents with administrators.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
01. Sharing knowledge of the rights of special education students and their parents with the community.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
02. Acquiring knowledge of federal and state legislation related to special education students. . .	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
03. Sharing knowledge of federal and state legislation related to special education students with special education parents.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
04. Sharing knowledge of federal and state legislation related to special education students with regular education teachers.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

	IN THE IDEAL SCHOOL SYSTEM, WHAT PERCENT OF THIS TASK SHOULD BE DONE BY THE SCHOOL COUNSELOR?					IN MY PRESENT SCHOOL SYSTEM, WHAT PERCENT OF THIS TASK IS DONE BY THE SCHOOL COUNSELOR?					IN MY PRESENT SCHOOL SYSTEM, WHAT PERCENT OF THIS TASK COULD BE DONE BY THE SCHOOL COUNSELOR?				
	100%	75%	50%	25%	0%	100%	75%	50%	25%	0%	100%	75%	50%	25%	0%
05. Sharing knowledge of federal and state legisla- tion related to special education students with administrators.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
06. Sharing knowledge of federal and state legisla- tion related to special education students with the community.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
07. Sharing knowledge of special education charac- teristics with special education students. . .	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
08. Sharing knowledge of the developmental process of special education students with special edu- cation students.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
09. Sharing knowledge of special education assess- ment procedures with special education students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
10. Sharing knowledge of the rights of special edu- cation students and their parents with special education students.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
11. Sharing knowledge of federal and state legisla- tion related to special education students with special education students.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

RELATIONSHIP TO MODEL

(1) <u>Counselor</u>			
Target population	one-to-one	small group 2-10	large group 10-30
Regular Education Student(s)	13.	10, 11	
Special Education Student(s)	1, 2, 3, 4, 12	5, 6, 7, 8, 9, 10	
Parent(s) of Special Education Student(s)	14, 29	15, 30	
(2) <u>Consultant/Coordinator</u>			
Parent(s) of Special Education Student(s)	29, 31, 32, 33, 34, 35, 36, 39, 40.	30	
Special Education Teacher(s)	16, 21, 31, 32, 33, 34, 35, 36, 39, 40	17, 20	
Regular Education Teacher(s)	18, 21, 22, 23, 25, 31, 32, 33, 34, 35, 36, 37, 39, 40	19, 20, 24, 26, 37	
Administrator(s)	27, 31, 32, 33, 34, 35, 36, 39, 40	28, 37	
Psychologist(s)	21, 31, 32, 33, 34, 35, 36, 39, 40	37	
Other Staff	31, 32, 33, 34, 35, 36, 39, 40	37	

(3) <u>Instructor</u>			
Regular Education Student(s)	84,90,96	42,84,90,96	43,84,90,96
Special Education Student(s)	107,108,109,110,111	107,108,109,110,111	107,108,109,110,111
Parent(s) of Special Education Student(s)	47,50,53,56,59,62,80,86,92,98,103	48,51,54,57,60,63,80,86,92,98,103	49,52,55,58,61,64,80,86,92,98,103
Regular Education Teacher(s)	41,65,74,81,87,93,99,104	44,46,66,75,81,87,93,99,104	45,46,67,76,81,87,93,99,104
Administrator(s)	68,71,82,88,94,100,105	69,72,82,88,94,100,105	70,73,82,88,94,100,105
Community	83,89,95,101,106	83,89,95,101,106	77,78,83,89,95,101,106

All but questions 79,85,91,97,and 102 are included. These are the ones dealing with the acquisition of knowledge.

APPENDIX B

COVER LETTER AND FIELD TEST INSTRUMENT

January 14, 1985

Dear Colleague:

I am a vocational counselor at Washington High School and a doctoral candidate at Drake University in Des Moines, Iowa. My dissertation concerns the role of school counselors in the program of middle school and high school special education students. One phase of my thesis is a survey of various groups to measure their perceptions of the counselor's role. The survey instrument considers the counselor's role from three perspectives: the ideal role (what it should be); the present role (what it is); and the feasible role (what is possible with current resources).

The enclosed survey is a draft copy. I would like your help in determining the face validity of this instrument. It will be helpful to have professionals in the field examine the instrument and provide comments. I would appreciate your examining the instrument and commenting on the following:

- (1) are the instructions clear,
- (2) is the survey easy to complete,
- (3) are there duplicate questions,
- (4) are any important questions omitted?

I have enclosed a self-addressed envelope and would appreciate your returning the form to me through the school mail. The instructions for completing the instrument are given below. Thank you for your assistance.

SURVEY INSTRUCTIONS

Each question describes a task that might be performed by a staff member in the public school system. In the first column give your view of the counselor's role in an ideal school system; in the second column give your view of what counselors are doing in your school; and in the third column provide your view of what counselors can effectively do in your school system given their case loads and other assigned duties. (NOTE: The term IEP used in this survey refers to the Individualized Educational Plan developed for every special education student.)

Sincerely,

Susan West
Vocational Counselor
Washington High School

INSTRUCTIONS: Please complete the two items concerning current position and the school population with which you are involved. Circle the number representing the percent of each task that should, is, and could be done by counselors.

CURRENT POSITION: Administrator_____ Counselor_____ Regular Education Teacher_____ School Psychologist_____

Special Education Parent_____ Special Education Teacher_____

SCHOOL POPULATION: Middle School_____ High School_____

	IN THE IDEAL SCHOOL SYSTEM, THE SCHOOL COUN- SELOR SHOULD BE RESPON- SIBLE FOR THE TASK WHAT PERCENT OF THE TIME?					IN MY PRESENT SCHOOL SYSTEM, THE SCHOOL COUN- SELOR IS RESPONSIBLE FOR THE TASK WHAT PERCENT OF THE TIME?					IN MY PRESENT SCHOOL SYSTEM, THE SCHOOL COUN- SELOR COULD BE RESPONSI- BLE FOR THE TASK WHAT PERCENT OF THE TIME?				
	100%	75%	50%	25%	0%	100%	75%	50%	25%	0%	100%	75%	50%	25%	0%
1. Counseling special education students regarding their academic problems (study skills, scheduling classes, and needed program adjustments). . .	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
2. Counseling special education students regarding social problems they experience because of their handicap (mental, physical, or emotional)	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
3. Counseling special education students regarding their vocational and/or career choices.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
4. Counseling special education students to set up behavior management programs or contracts. . .	1	2	3	4	5	1	2	3	3	5	1	2	3	4	5
5. Counseling special education students to develop effective communication skills.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
6. Counseling special education students to discuss social, educational, or vocational problems.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
7. Counseling special education students with regular education students to discuss social, educational, or vocational problems.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
8. Counseling regular education students to discuss their attitudes, feelings, and expectations of special education students.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

	SHOULD BE DONE					IS DONE					COULD BE DONE				
	100%	75%	50%	25%	0%	100%	75%	50%	25%	0%	100%	75%	50%	25%	0%
9. Counseling special education students to discuss their discipline problems.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
10. Counseling special education parents individually or in groups to discuss their feelings and concerns for themselves and their child. .	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
11. Consulting with special education teacher(s) individually or in groups regarding special education student(s) program.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
12. Consulting with regular education teacher(s) individually or in groups regarding special education student(s)' program.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
13. Consulting with regular education teacher(s) and special education teacher(s) together regarding special education student(s)' program. .	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
14. Participating in the observation and evaluation of students referred for special services. . .	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
15. Providing support for the regular education teacher in implementing a special education student's program.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
16. Assisting regular education teachers in identifying their feelings and attitudes about special education students.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
17. Assisting regular education teachers in establishing a behavior management program for special education student(s).	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
18. Consulting with administrators regarding education programs of special education students. .	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
19. Consulting special education parents regarding the educational program of their child.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
20. Coordinating staffings.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

	SHOULD BE DONE					IS DONE					COULD BE DONE				
	100%	75%	50%	25%	0%	100%	75%	50%	25%	0%	100%	75%	50%	25%	0%
21. Coordinating the development of the special education student's IEP.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
22. Participating as a member of the staffing team.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
23. Assisting in the development of the IEP. . . .	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
24. Writing affective goals for the IEP.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
25. Maintaining the records on special education students.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
26. Interpreting special education students' needs to the school staff.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
27. Working as an advocate for needs and rights of special education students and/or their parents	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
28. Coordinating school's program for special education student(s) with other community resources.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
29. Teaching regular education students about the identification of handicapped populations. .	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
30. Teaching regular education teachers about the identification of handicapped populations. . .	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
31. Conducting teacher in-service programs for regular education teachers dealing with information about special education programs.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
32. Disseminating information to parents concerning their child's handicap.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
33. Disseminating information to parents concerning the school's special education program. . .	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
34. Disseminating information to parents concerning available resources outside the school. . .	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

	SHOULD BE DONE					IS DONE					COULD BE DONE				
	100%	75%	50%	25%	0%	100%	75%	50%	25%	0%	100%	75%	50%	25%	0%
35. Explaining to special education parents academically related activities they can use with their child.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
36. Teaching special education parents behavior management techniques.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
37. Teaching special education parents discipline techniques.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
38. Sharing knowledge regarding handicapping conditions with staff members.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
39. Sharing knowledge regarding handicapping conditions with administrators.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
40. Sharing knowledge of special education students' needs and expectations with school administrators.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
41. Sharing knowledge of special education students' needs and expectations with regular education teachers.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
42. Sharing knowledge of special education students' needs and expectations with the local community.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
43. Sharing knowledge of handicapping conditions with the local community.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
44. Acquiring knowledge of special education characteristics.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
45. Sharing knowledge of special education characteristics with special education parents. . . .	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
46. Sharing knowledge of special education characteristics with school staff.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
47. Sharing knowledge of special education characteristics with the community.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

	SHOULD BE DONE					IS DONE					COULD BE DONE				
	100%	75%	50%	25%	0%	100%	75%	50%	25%	0%	100%	75%	50%	25%	0%
48. Sharing knowledge of special education characteristics with students.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
49. Acquiring knowledge of the developmental process of special education students.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
50. Sharing knowledge of the developmental process of special education students with special education parents.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
51. Sharing knowledge of the developmental process of special education students with school staff	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
52. Sharing knowledge of the developmental process of special education students with the community.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
53. Sharing knowledge of the developmental process of special education students with students. .	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
54. Acquiring knowledge of special education assessment procedures.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
55. Sharing knowledge of special education assessment procedures with special education parents.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
56. Sharing knowledge of special education assessment procedures with school staff.	1	2	3	4	5	1	2	3		5	1	2	3	4	5
57. Sharing knowledge of special education assessment procedures with the community.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
58. Sharing knowledge of special education assessment procedures with students.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
59. Acquiring knowledge of the rights of special education students and their parents.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
60. Sharing knowledge of the rights of special education students and their parents with special education parents.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

	SHOULD BE DONE					IS DONE					COULD BE DONE				
	100%	75%	50%	25%	0%	100%	75%	50%	25%	0%	100%	75%	50%	25%	0%
61. Sharing knowledge of the rights of special education students and their parents with school staff.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
62. Sharing knowledge of the rights of special education students and their parents with the community.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
63. Sharing knowledge of the rights of special education students and their parents with students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
64. Acquiring knowledge of federal and state legislation related to special education students. .	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
65. Sharing knowledge of federal and state legislation related to special education students with special education parents.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
66. Sharing knowledge of federal and state legislation related to special education students with school staff.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
67. Sharing knowledge of federal and state legislation related to special education students with the community.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
68. Sharing knowledge of federal and state legislation related to special education students with students.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

APPENDIX C

COVER LETTER AND FINAL SURVEY INSTRUMENT

The passage and implementation of Federal Public Law 94-142 had a great impact on the educational program of special education students in public schools. There has been an expansion of programs and more students are being integrated into the regular education program. The law has created additional pressures for staff and administrators of local school districts. The law does not specify what the role of the counselor will be beyond saying that counseling for the students and parents shall be provided. The extent of the school counselor's involvement is left up to the individual states and/or local school districts. This study is designed to identify what the counselor's involvement should be in an ideal school, as perceived by professional staff members. The study is also designed to compare those ideal views with perceptions of what is occurring and what is feasible in their current school system.

You are one of a small number of professionals who have been selected to express their perceptions of the counselor's role. five professional groups (administrators, regular education teachers, counselors, special education teachers, and school psychologists) are being sampled. In order for the results to truly represent each professional group, it is important that each questionnaire be completed and returned.

Your questionnaire will be kept completely confidential. Please do not place your name on the form. If you desire a copy of the results, please write "copy of results requested" on the back of the return envelope, print your name and address below it. Please do not put this information on the form.

I would be happy to answer any questions you may have. Please call or write. My phone numbers are 299-3344 (work) or 455-3008 (home).

Thank you for your assistance.

Sincerely,

Susan West
3908 N.E. 57th Ter.
Gladstone, Mo. 64119

INSTRUCTIONS: Please complete the two items concerning current position and the school population with which you are involved. Each question describes a task that might be performed by a staff member in the public school system. In the first column give your view of the counselor's role in an ideal school system; in the second column give your view of what counselors are doing in your school; and in the third column provide your view of what counselors can effectively do in your school system given their case loads and other assigned duties. The percentages should represent what share of the responsibility for each task should, is, and could be the counselor's. (NOTE: The term IEP used in this survey refers to the Individualized Educational Plan developed for every special education student.)

CURRENT POSITION: Administrator_____ Counselor_____ Regular Education Teacher_____ School Psychologist_____

Special Education Parent_____ Special Education Teacher_____

SCHOOL POPULATION: Middle School_____ Junior High School_____ Senior High School_____

	IN THE IDEAL SCHOOL SYSTEM, WHAT PERCENT OF THIS TASK SHOULD BE DONE BY THE SCHOOL COUNSELOR?					IN MY PRESENT SCHOOL SYSTEM, WHAT PERCENT OF THIS TASK IS DONE BY THE SCHOOL COUNSELOR?					IN MY PRESENT SCHOOL SYSTEM, WHAT PERCENT OF THIS TASK COULD BE DONE BY THE SCHOOL COUNSELOR?				
	100%	75%	50%	25%	0%	100%	75%	50%	25%	0%	100%	75%	50%	25%	0%
1. Counseling special education students regarding their academic problems (study skills, scheduling classes, and needed program adjustments).	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
2. Counseling special education students regarding social problems they experience because of their handicap (mental, physical, or emotional)	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
3. Counseling special education students regarding their vocational and/or career choices.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
4. Counseling special education students to set up behavior management programs or contracts. . .	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
5. Counseling special education students to develop effective communication skills.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
6. Counseling special education students to discuss social, educational, or vocational problems.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
7. Counseling special education students with regular education students to discuss social, educational, or vocational problems.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

	SHOULD BE DONE					IS DONE					COULD BE DONE				
	100%	75%	50%	25%	0%	100%	75%	50%	25%	0%	100%	75%	50%	25%	0%
8. Counseling regular education students to discuss their attitudes, feelings, and expectations of special education students.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
9. Counseling special education students to discuss their discipline problems.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
10. Counseling special education parents individually or in groups to discuss their feelings and concerns for themselves and their child. .	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
11. Consulting with special education teacher(s) individually or in groups regarding special education student(s)' program.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
12. Consulting with regular education teacher(s) individually or in groups regarding special education student(s)' program.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
13. Consulting with regular education teacher(s) and special education teacher(s) together regarding special education student(s)' program. .	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
14. Participating in the observation and evaluation of students referred for special services. . .	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
15. Providing support for the regular education teacher in implementing a special education student's program.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
16. Assisting regular education teachers in identifying their feelings and attitudes about special education students.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
17. Assisting regular education teachers in establishing a behavior management program for special education student(s).	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
18. Consulting with administrators regarding educational programs of special education students. .	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

	SHOULD BE DONE					IS DONE					COULD BE DONE				
	100%	75%	50%	25%	0%	100%	75%	50%	25%	0%	100%	75%	50%	25%	0%
19. Consulting with special education parents re- garding the educational program of their child.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
20. Coordinating staffings.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
21. Coordinating the development of the special ed- ucation student's IEP.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
22. Participating as a member of the staffing team.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
23. Assisting in the development of the IEP. . . .	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
24. Writing affective goals for the IEP.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
25. Maintaining the records on special education students.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
26. Interpreting special education students' needs to the school staff	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
27. Working as an advocate for needs and rights of special education students and/or their parents	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
28. Coordinating school's program for special education student(s) with other community resources.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
29. Teaching regular education students about the identification of handicapped populations. . .	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
30. Teaching regular education teachers about the identification of handicapped populations. . .	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
31. Conducting teacher in-service programs for reg- ular education teachers dealing with informa- tion about special education programs. . . .	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
32. Disseminating information to parents concerning the school's special education program. . . .	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

	SHOULD BE DONE					IS DONE					COULD BE DONE				
	100%	75%	50%	25%	0%	100%	75%	50%	25%	0%	100%	75%	50%	25%	0%
33. Disseminating information to parents concerning available resources outside the school.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
34. Explaining to special education parents academically related activities they can use with their child.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
35. Teaching special education parents behavior management techniques.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
36. Teaching special education parents discipline techniques.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
37. Acquiring knowledge of special education students' needs and expectations.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
38. Sharing knowledge of special education students' needs and expectations with parents.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
39. Sharing knowledge of special education students' needs and expectations with school staff	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
40. Sharing knowledge of special education students' needs and expectations with the local community.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
41. Acquiring knowledge of special education characteristics, handicapping conditions, and the developmental process.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
42. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with school staff.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
43. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with special education parents.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

	SHOULD BE DONE					IS DONE					COULD BE DONE				
	100%	75%	50%	25%	0%	100%	75%	50%	25%	0%	100%	75%	50%	25%	0%
44. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with the community.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
45. Sharing knowledge of special education characteristics, handicapping conditions and the developmental process with students.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
46. Acquiring knowledge of special education assessment procedures.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
47. Sharing knowledge of special education assessment procedures with special education parents.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
48. Sharing knowledge of special education assessment procedures with school staff.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
49. Sharing knowledge of special education assessment procedures with the community.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
50. Sharing knowledge of special education assessment procedures with students.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
51. Acquiring knowledge of federal and state legislation related to special education students.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
52. Sharing knowledge of federal and state legislation related to special education students with special education parents.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
53. Sharing knowledge of federal and state legislation related to special education students with regular education teachers.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
54. Sharing knowledge of federal and state legislation related to special education students with the community.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
55. Sharing knowledge of federal and state legislation related to special education students with students.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

APPENDIX D

Regulations and Procedures
for
Research Projects

Forward

The Division of Instruction of the Shawnee Mission Public Schools is responsible for evaluating existing processes as they contribute to a quality education for the youth of this community. The Division is interested in formative as well as basic research which will contribute to the educational activities in the District.

Many requests are received from both within and outside the District to conduct research. This set of guidelines has been established to aid persons or organizations seeking permission to utilize facilities, staff or students in research endeavors. While wishing to support legitimate research efforts these guidelines are also necessary to:

1. Protect the rights of the District, its staff, its patrons, and its students.
2. Ensure research conducted does not unduly interfere with the educational endeavors of the District.
3. Systematically provide the District access to the results of research which may improve the education afforded our students.

Steps in Obtaining
Permission to Conduct Research

1. Submit three copies of the request (FORM A) to the person designated by the District as responsible for approving research requests. This request will be reviewed by subject matter specialist(s) in the areas involved in the research.
2. After the review is complete, the research will be approved, not approved, or approved providing some changes take place. This approval will be supplied on FORM B. Approval at this point simply means the researcher(s) have permission to contact the principals and other staff in the District to solicit their support and cooperation.
3. Once approval has been received the researcher(s) may contact the building administrator and staff for final approval. The researcher should have this final approval indicated on FORM C.
4. Two copies of the results of the research should be provided to the District with the coversheet FORM D attached.

5. Forms A, C and D should be sent to: Ron Converse
Shawnee Mission Schools
7235 Antioch
Shawnee Mission, Ks 66204

FORM A

Send to: Ron Converse
Shawnee Mission Schools
7235 Antioch
Shawnee Mission, Ks 66204

Application for Research Project

Date: February 18, 1985

Person Initiating Request:

Name Susan K. West

Mailing Address 3908 N.E. 57th Ter

City Gladstone State Missouri Zip 64119

Business Telephone 299-3344 Home Telephone 455-3008

Affiliation (Institution, School or Organization):

Organization Name College of Education Drake University

Supervisor (if appropriate) Dr. S.P. Hall

Mailing Address College of Education, 306 Memorial Hall, 4211 Foster Dr.

City Des Moines State Iowa Zip 50312

Telephone: 515-271-2962

Is the Research for: Master's EdD X Other
Specialist PhD

Project Title or Descriptor: Five professional groups will be asked to identify Junior and Senior High School counselor tasks in working with Special Education students in

terms of: how tasks are currently perceived, what the individual desires the role to be and what is feasible in their present school. (See enclosed survey.)

Has the project been submitted to a committee on human subjects:

Yes No X

Participant Description: All Jr.
Number of Schools & Sr. Number of Students 0
Number of Teachers 30 randomly selected of 5 professional groups

Type of Research Design: Survey of professional staff

Possible School Sites (DO NOT contact schools prior to approval):

30 randomly selected professionals from each of the following 5 groups in Junior and Senior High Schools: administrators, counselors, school psychologists, special education teachers, and regular education teachers.
Anticipated Dates: Beginning 3-18-85 Ending 4-8-85 (or when surveys completed)

Final Report Available 1-1-86

SHAWNEE MISSION PUBLIC SCHOOLS

FORM B

Project Screening Action

TO: _____ Date: _____

FROM: _____

Project Title: _____

Your research project has been reviewed and the project has been:

_____ approved

_____ not approved

Clarification: _____

This project has been assigned the following number for identification purposes: Project Number _____.

If further clarification is needed concerning this action, please contact:

Ron Converse
Shawnee Mission Schools
7235 Antioch
Shawnee Mission, Ks 66204

FORM C

Administrator and Teacher Approval

This form is to be completed by the school administrator(s) and teacher(s) who will be involved in the project. Although the project has been screened at the District level, this screening does not obligate administrators to allow the research to take place in their building.

Project Number: 85-18

Project Title: Five professional groups will be asked to identify Junior and Senior High School counselor tasks in working with Special Education students in terms of: how tasks are currently perceived, what the individual desires the role to be, and what is feasible in their present school. (See below)

The following administrator(s) and teacher(s) have agreed to participate the research project indicated above:


<u>Signature</u>	<u>Position</u>	<u>School</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

When completed, this form should be sent to:

Ron Converse -
Shawnee Mission Schools
7235 Antioch
Shawnee Mission, Ks 66204

The five professional groups to be surveyed are: administrators, counselors, special education teachers, regular education teachers, and school psychologists. I would like to survey all principals, vice-principals, and counselors in each building and then equal numbers of regular education teachers and special education teachers. I would also like to survey all school psychologists. If you have any questions regarding this project, please feel free to contact me at work (299-3344) or home (455-3008).

Thank you,


Susan West

APPENDIX E

TABLE 3
TOTAL POPULATION---DESIRABLE VS. ACTUAL
COUNSELING QUESTIONS

QUESTIONS	DESIRABLE		ACTUAL		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
1. Counseling special education students regarding their academic problems (study skills, scheduling classes, and needed program adjustments.	3.190	.999	3.777	.995	10.256**
2. Counseling special education students regarding social problems they experience because of their handicap (mental, physical, or emotional).	3.051	.899	3.804	.877	4.882**
3. Counseling special education students regarding their vocational and/or career choices	2.831	1.162	4.107	.888	3.370*
4. Counseling special education students to set up behavior management programs or contracts.	3.698	1.170	4.500	.786	10.989**
5. Counseling special education students to develop effective communication skills.	3.845	.812	4.473	.683	12.100**
6. Counseling special education students to discuss social, educational, or vocational problems.	3.042	1.084	3.875	.810	6.414**
7. Counseling special education students with regular education students to discuss social, educational, or vocational problems.	3.086	1.159	4.236	.999	3.888**
8. Counseling regular education students to discuss their attitudes, feelings, and expectations of special education students.	2.897	1.150	4.300	.853	1.690
9. Counseling special education students to discuss their discipline problems.	3.441	.970	4.273	.706	4.314*
10. Counseling special education parents individually or in groups to discuss their feelings and concerns for themselves and their child.	3.271	1.096	4.375	.746	1.671

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 4
TOTAL POPULATION---DESIRABLE VS. FEASIBLE
COUNSELING QUESTIONS

QUESTIONS	DESIRABLE		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
1. Counseling special education students regarding their academic problems (study skills, scheduling classes, and needed program adjustments.	3.190	.999	3.404	.979	12.289**
2. Counseling special education students regarding social problems they experience because of their handicap (mental, physical, or emotional).	3.051	.899	3.351	.834	17.153**
3. Counseling special education students regarding their vocational and/or career choices	2.831	1.162	3.368	1.046	7.735**
4. Counseling special education students to set up behavior management programs or contracts.	3.698	1.170	3.860	1.025	21.091**
5. Counseling special education students to develop effective communication skills.	3.845	.812	3.982	.700	25.072**
6. Counseling special education students to discuss social, educational, or vocational problems.	3.042	1.084	3.456	.803	9.461**
7. Counseling special education students with regular education students to discuss social, educational, or vocational problems.	3.086	1.159	3.616	.972	16.427**
8. Counseling regular education students to discuss their attitudes, feelings, and expectations of special education students.	2.897	1.150	3.571	.988	4.828**
9. Counseling special education students to discuss their discipline problems.	3.441	.970	3.911	.815	13.748**
10. Counseling special education parents individually or in groups to discuss their feelings and concerns for themselves and their child.	3.271	1.096	3.904	.821	15.267**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 5
TOTAL POPULATION---ACTUAL VS. FEASIBLE
COUNSELING QUESTIONS

QUESTIONS	ACTUAL		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
1. Counseling special education students regarding their academic problems (study skills, scheduling classes, and needed program adjustments.	3.777	.995	3.404	.979	31.882**
2. Counseling special education students regarding social problems they experience because of their handicap (mental, physical, or emotional).	3.804	.877	3.351	.834	10.592**
3. Counseling special education students regarding their vocational and/or career choices	4.107	.888	3.368	1.046	4.553**
4. Counseling special education students to set up behavior management programs or contracts.	4.500	.786	3.860	1.025	11.099**
5. Counseling special education students to develop effective communication skills.	4.473	.683	3.982	.700	16.359**
6. Counseling special education students to discuss social, educational, or vocational problems.	3.875	.810	3.456	.803	13.393**
7. Counseling special education students with regular education students to discuss social, educational, or vocational problems.	4.236	.999	3.616	.972	17.764**
8. Counseling regular education students to discuss their attitudes, feelings, and expectations of special education students.	4.300	.853	3.571	.988	9.031**
9. Counseling special education students to discuss their discipline problems.	4.273	.706	3.911	.815	13.719**
10. Counseling special education parents individually or in groups to discuss their feelings and concerns for themselves and their child.	4.375	.746	3.904	.821	10.423**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 6
TOTAL POPULATION---DESIRABLE VS. ACTUAL
CONSULTING/COORDINATING QUESTIONS

QUESTIONS	DESIRABLE		ACTUAL		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
11. Consulting with special education teacher(s) individually or in groups regarding special education student(s)' program.	2.881	1.176	3.813	1.185	10.023**
12. Consulting with regular education teacher(s) individually or in groups regarding special education student(s)' program.	3.068	1.081	4.071	.984	4.182**
13. Consulting with regular education teacher(s) and special education teacher(s) together regarding special education student(s)' program.	3.017	1.152	3.866	1.089	7.500**
14. Participating in the observation and evaluation of students referred for special services.	3.203	1.200	4.063	1.136	9.580**
15. Providing support for the regular education teacher in implementing a special education student's program	3.414	1.060	4.241	.817	9.838**
16. Assisting regular education teachers in identifying their feelings and attitudes about special education students.	3.207	1.225	4.232	1.095	6.913**
17. Assisting regular education teachers in establishing a behavior management program for special education students.	3.614	1.048	4.673	.661	2.166
18. Consulting with administrators regarding educational programs of special education students.	3.328	1.082	4.089	.982	10.117**
19. Consulting with special education parents regarding the educational program of their child.	3.518	.926	4.250	.725	9.124**
20. Coordinating staffings.	3.190	1.432	3.946	1.166	9.059**
21. Coordinating the development of the special education student's IEP.	4.076	1.066	4.688	.600	8.693**
22. Participating as a member of the staffing team.	2.043	1.208	2.500	1.178	12.751**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 6 (continued)

QUESTIONS	DESIRABLE		ACTUAL		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
23. Assisting in the development of the IEP.	3.432	1.254	4.291	1.096	6.120**
24. Writing affective goals for the IEP.	3.661	1.226	4.600	.735	6.196**
25. Maintaining the records on special education students.	3.441	1.355	3.936	1.217	20.641**
26. Interpreting special education students' needs to the school staff.	3.125	1.192	4.157	.879	6.452**
27. Working as an advocate for needs and rights of special education students and/or their parents.	2.983	1.225	4.152	.981	1.480
28. Coordinating school's program for special education student(s) with other community resources.	3.407	1.191	4.509	.710	2.152

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 7
TOTAL POPULATION---DESIRABLE VS. FEASIBLE
CONSULTING/COORDINATING QUESTIONS

QUESTIONS	DESIRABLE		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
11. Consulting with special education teacher(s) individually or in groups regarding special education student(s)' program.	2.881	1.176	3.175	1.054	33.656**
12. Consulting with regular education teacher(s) individually or in groups regarding special education student(s)' program.	3.068	1.081	3.491	.984	14.288**
13. Consulting with regular education teacher(s) and special education teacher(s) together regarding special education student(s)' program.	3.017	1.152	3.404	1.067	10.315**
14. Participating in the observation and evaluation of students referred for special services.	3.203	1.200	3.649	1.130	30.475**
15. Providing support for the regular education teacher in implementing a special education student's program	3.414	1.060	3.579	.925	22.957**
16. Assisting regular education teachers in identifying their feelings and attitudes about special education students.	3.207	1.225	3.404	1.178	45.033**
17. Assisting regular education teachers in establishing a behavior management program for special education students.	3.614	1.048	3.732	.944	23.639**
18. Consulting with administrators regarding educational programs of special education students.	3.328	1.082	3.526	.984	22.960**
19. Consulting with special education parents regarding the educational program of their child.	3.518	.926	3.625	.865	28.157**
20. Coordinating staffings.	3.190	1.432	3.175	1.364	21.230**
21. Coordinating the development of the special education student's IEP.	4.076	1.066	4.123	1.001	49.765**
22. Participating as a member of the staffing team.	2.043	1.208	2.188	1.138	51.272**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 7 (continued)

QUESTIONS	DESIRABLE		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
23. Assisting in the development of the IEP.	3.432	1.254	3.696	1.159	16.741**
24. Writing affective goals for the IEP.	3.661	1.226	3.895	1.080	20.533**
25. Maintaining the records on special education students.	3.441	1.355	3.429	1.305	51.548**
26. Interpreting special education students' needs to the school staff.	3.125	1.192	3.355	1.012	25.751**
27. Working as an advocate for needs and rights of special education students and/or their parents.	2.983	1.225	3.316	1.121	31.474**
28. Coordinating school's program for special education student(s) with other community resources.	3.407	1.191	3.857	.883	5.512**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 8
TOTAL POPULATION---ACTUAL VS. FEASIBLE
CONSULTING/COORDINATING QUESTIONS

QUESTIONS	ACTUAL		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
11. Consulting with special education teacher(s) individually or in groups regarding special education student(s)' program.	3.813	1.185	3.175	1.054	12.700**
12. Consulting with regular education teacher(s) individually or in groups regarding special education student(s)' program.	4.071	9.84	3.491	.984	8.627**
13. Consulting with regular education teacher(s) and special education teacher(s) together regarding special education student(s)' program.	3.866	1.089	3.404	1.067	13.473**
14. Participating in the observation and evaluation of students referred for special services.	4.063	1.136	3.649	1.130	15.765**
15. Providing support for the regular education teacher in implementing a special education student's program	4.241	.817	3.579	.925	12.620**
16. Assisting regular education teachers in identifying their feelings and attitudes about special education students.	4.232	1.095	3.404	1.178	10.744**
17. Assisting regular education teachers in establishing a behavior management program for special education students.	4.673	.661	3.732	.944	2.571*
18. Consulting with administrators regarding educational programs of special education students.	4.089	.982	3.526	.984	26.877**
19. Consulting with special education parents regarding the educational program of their child.	4.250	.725	3.625	.865	5.486**
20. Coordinating staffings.	3.946	1.166	3.175	1.364	5.737**
21. Coordinating the development of the special education student's IEP.	4.688	.600	4.123	1.001	10.601**
22. Participating as a member of the staffing team.	2.500	1.178	2.188	1.138	30.980**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 8 (continued)

QUESTIONS	ACTUAL		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
23. Assisting in the development of the IEP.	4.291	1.096	3.696	1.159	10.574**
24. Writing affective goals for the IEP.	4.600	.735	3.895	1.080	8.024**
25. Maintaining the records on special education students.	3.936	1.217	3.429	1.305	22.994**
26. Interpreting special education students' needs to the school staff.	4.157	.879	3.355	1.012	7.789**
27. Working as an advocate for needs and rights of special education students and/or their parents.	4.152	.981	3.316	1.121	5.622**
28. Coordinating school's program for special education student(s) with other community resources.	4.509	.710	3.857	.883	6.066**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 9
TOTAL POPULATION---DESIRABLE VS. ACTUAL
INSTRUCTING QUESTIONS

QUESTIONS	DESIRABLE		ACTUAL		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
29. Teaching regular education students about the identification of handicapped populations.	3.678	1.265	4.589	.826	5.441**
30. Teaching regular education teachers about the identification of handicapped populations.	3.552	1.245	4.418	.937	5.135**
31. Conducting teacher in-service programs for regular education teachers dealing with information about special education programs	3.542	1.317	4.652	.719	3.480*
32. Disseminating information to parents concerning the school's special education program.	3.288	1.301	4.173	1.024	5.252**
33. Disseminating information to parents concerning available resources outside the school.	2.983	1.152	3.929	1.002	4.724**
34. Explaining to special education parents academically related activities they can use with their child.	3.525	1.251	4.436	.913	6.069**
35. Teaching special education parents behavior management techniques.	3.483	1.232	4.636	.522	3.181*
36. Teaching special education parents discipline techniques.	3.474	1.226	4.704	.500	1.864
37. Acquiring knowledge of special education students' needs and expectations.	2.610	1.246	3.909	.882	2.880*
38. Sharing knowledge of special education students' needs and expectations with parents.	3.086	1.159	4.102	.939	4.329**
39. Sharing knowledge of special education students' needs and expectations with school staff.	2.949	1.121	3.882	.986	5.961**
40. Sharing knowledge of special education students' needs and expectations with the local community.	3.737	1.205	4.718	.488	2.381
41. Acquiring knowledge of special education characteristics, handicapping conditions, and the developmental process.	2.458	1.236	3.736	1.031	4.403**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 9 (continued)

QUESTIONS	DESIRABLE		ACTUAL		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
42. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with school staff.	3.068	1.081	4.082	.859	4.627**
43. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with special education parents.	3.390	1.204	4.286	.924	8.039**
44. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with the community.	3.746	1.240	4.723	.504	2.578
45. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with students.	3.432	1.183	4.382	.871	8.282**
46. Acquiring knowledge of special education assessment procedures.	2.644	1.310	3.830	1.180	4.750**
47. Sharing knowledge of special education assessment procedures with special education parents	3.254	1.347	4.196	1.039	11.632**
48. Sharing knowledge of special education assessment procedures with the school staff.	3.034	1.313	4.036	1.053	5.936**
49. Sharing knowledge of special education assessment procedures with the community.	3.669	1.299	4.679	.636	4.856**
50. Sharing knowledge of special education assessment procedures with students.	3.404	1.348	4.368	.785	4.313**
51. Acquiring knowledge of federal and state legislation related to special education students.	2.810	1.395	4.111	.960	5.216**
52. Sharing knowledge of federal and state legislation related to special education students with special education parents.	3.328	1.289	4.333	.824	5.619**
53. Sharing knowledge of federal and state legislation related to special education students with regular education teachers.	3.136	1.408	4.375	.885	5.388**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 9 (continued)

QUESTIONS	DESIRABLE		ACTUAL		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
54. Sharing knowledge of federal and state legislation related to special education students with the community.	3.593	1.328	4.705	.562	4.123*
55. Sharing knowledge of federal and state legislation related to special education students with students.	3.678	1.210	4.645	.567	5.017**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 10
TOTAL POPULATION---DESIRABLE VS. FEASIBLE
INSTRUCTING QUESTIONS

QUESTIONS	DESIRABLE		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
29. Teaching regular education students about the identification of handicapped populations.	3.678	1.265	3.877	1.151	32.337**
30. Teaching regular education teachers about the identification of handicapped populations.	3.552	1.245	3.786	1.057	32.154**
31. Conducting teacher in-service programs for regular education teachers dealing with information about special education programs	3.542	1.317	3.947	1.042	20.430**
32. Disseminating information to parents concerning the school's special education program.	3.288	1.301	3.709	1.012	23.058**
33. Disseminating information to parents concerning available resources outside the school.	2.983	1.152	3.473	1.006	10.043**
34. Explaining to special education parents academically related activities they can use with their child.	3.525	1.251	3.821	1.064	27.737**
35. Teaching special education parents behavior management techniques.	3.483	1.232	4.018	.850	17.846**
36. Teaching special education parents discipline techniques.	3.474	1.226	4.037	.951	20.254**
37. Acquiring knowledge of special education students' needs and expectations.	2.610	1.246	3.088	1.138	16.625**
38. Sharing knowledge of special education students' needs and expectations with parents.	3.086	1.159	3.607	.985	20.038**
39. Sharing knowledge of special education students' needs and expectations with school staff.	2.949	1.121	3.316	1.003	24.791**
40. Sharing knowledge of special education students' needs and expectations with the local community.	3.737	1.205	4.158	.841	35.267**
41. Acquiring knowledge of special education characteristics, handicapping conditions, and the developmental process.	2.458	1.236	3.035	1.149	17.122**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 10 (continued)

QUESTIONS	DESIRABLE		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
42. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with school staff.	3.068	1.081	3.316	.890	37.162**
43. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with special education parents.	3.390	1.204	3.649	.973	33.070**
44. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with the community.	3.746	1.240	4.088	.987	24.025**
45. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with students.	3.432	1.183	3.696	.952	37.755**
46. Acquiring knowledge of special education assessment procedures.	2.644	1.310	3.158	1.207	22.848**
47. Sharing knowledge of special education assessment procedures with special education parents	3.254	1.347	3.561	1.134	26.412**
48. Sharing knowledge of special education assessment procedures with the school staf.	3.034	1.313	3.411	1.108	54.090**
49. Sharing knowledge of special educaion assessment procedures with the community.	3.669	1.299	4.123	.983	16.219**
50. Sharing knowledge of special education assessment procedures with students.	3.404	1.348	3.827	1.024	22.782**
51. Acquiring knowledge of federal and state legislation related to special education students.	2.810	1.395	3.232	1.175	37.217**
52. Sharing knowledge of federal and state legislation related to special education students with special education parents.	3.328	1.289	3.679	1.081	26.619**
53. Sharing knowledge of federal and state legislation related to special education students with regular education teachers.	3.136	1.408	3.596	1.132	31.568**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 10 (continued)

QUESTIONS	DESIRABLE		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
54. Sharing knowledge of federal and state legislation related to special education students with the community.	3.593	1.328	4.070	.961	31.159**
55. Sharing knowledge of federal and state legislation related to special education students with students.	3.678	1.210	4.088	.830	23.765**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 11
TOTAL POPULATION---ACTUAL VS. FEASIBLE
INSTRUCTING QUESTIONS

QUESTIONS	ACTUAL		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
29. Teaching regular education students about the identification of handicapped populations.	4.589	.826	3.877	1.151	4.770**
30. Teaching regular education teachers about the identification of handicapped populations.	4.418	.937	3.786	1.057	16.322**
31. Conducting teacher in-service programs for regular education teachers dealing with information about special education programs	3.542	1.317	3.947	1.042	5.983**
32. Disseminating information to parents concerning the school's special education program.	4.173	1.024	3.709	1.012	14.508**
33. Disseminating information to parents concerning available resources outside the school.	3.929	1.002	3.473	1.006	17.014**
34. Explaining to special education parents academically related activities they can use with their child.	4.436	.913	3.821	1.064	33.644**
35. Teaching special education parents behavior management techniques.	4.636	.522	4.018	.850	5.602**
36. Teaching special education parents discipline techniques.	4.704	.500	4.037	.951	5.037**
37. Acquiring knowledge of special education students' needs and expectations.	3.909	.882	3.088	1.138	7.038**
38. Sharing knowledge of special education students' needs and expectations with parents.	4.102	.939	3.607	.985	13.291**
39. Sharing knowledge of special education students' needs and expectations with school staff.	3.882	.986	3.316	1.003	15.114**
40. Sharing knowledge of special education students' needs and expectations with the local community.	4.718	.488	4.158	.841	7.831**
41. Acquiring knowledge of special education characteristics, handicapping conditions, and the developmental process.	3.736	1.031	3.035	1.149	12.673**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 11 (continued)

QUESTIONS	ACTUAL		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
42. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with school staff.	4.082	.859	3.316	.890	13.641**
43. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with special education parents.	4.286	.924	3.649	.973	17.081**
44. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with the community.	4.723	.504	4.088	.987	4.931**
45. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with students.	4.382	.871	3.696	.952	12.597**
46. Acquiring knowledge of special education assessment procedures.	3.830	1.180	3.158	1.207	18.336**
47. Sharing knowledge of special education assessment procedures with special education parents	4.196	1.039	3.561	1.134	28.587**
48. Sharing knowledge of special education assessment procedures with the school staff.	4.036	1.053	3.411	1.108	11.715**
49. Sharing knowledge of special education assessment procedures with the community.	4.679	.636	4.123	.983	10.424**
50. Sharing knowledge of special education assessment procedures with students.	4.368	.785	3.827	1.024	9.667**
51. Acquiring knowledge of federal and state legislation related to special education students.	4.111	.960	3.232	1.175	6.175**
52. Sharing knowledge of federal and state legislation related to special education students with special education parents.	4.333	.824	3.679	1.081	7.721**
53. Sharing knowledge of federal and state legislation related to special education students with regular education teachers.	4.375	.885	3.596	.132	8.371**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 11 (continued)

QUESTIONS	ACTUAL		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
54. Sharing knowledge of federal and state legislation related to special education students with the community.	4.705	.562	4.070	.961	4.516**
55. Sharing knowledge of federal and state legislation related to special education students with students.	4.645	.567	4.088	.830	5.733**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 12
ADMINISTRATORS---DESIRABLE VS. ACTUAL
COUNSELING QUESTIONS

QUESTIONS	DESIRABLE		ACTUAL		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
1. Counseling special education students regarding their academic problems (study skills, scheduling classes, and needed program adjustments.	3.177	1.074	3.706	1.213	10.501**
2. Counseling special education students regarding social problems they experience because of their handicap (mental, physical, or emotional).	3.177	.883	3.706	1.047	5.744*
3. Counseling special education students regarding their vocational and/or career choices	2.882	1.269	3.824	1.015	2.332
4. Counseling special education students to set up behavior management programs or contracts.	3.706	1.404	4.471	.943	2.442
5. Counseling special education students to develop effective communication skills.	3.824	1.074	4.353	.786	8.984**
6. Counseling special education students to discuss social, educational, or vocational problems.	3.059	1.029	3.706	.849	2.614
7. Counseling special education students with regular education students to discuss social, educational, or vocational problems.	3.294	1.105	3.941	1.298	5.680**
8. Counseling regular education students to discuss their attitudes, feelings, and expectations of special education students.	3.118	1.054	4.059	.827	2.426
9. Counseling special education students to discuss their discipline problems.	3.412	1.064	4.177	.728	2.882
10. Counseling special education parents individually or in groups to discuss their feelings and concerns for themselves and their child.	3.235	1.033	4.059	.899	1.427

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 13
ADMINISTRATORS---DESIRABLE VS. FEASIBLE
COUNSELING QUESTIONS

QUESTIONS	DESIRABLE		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
1. Counseling special education students regarding their academic problems (study skills, scheduling classes, and needed program adjustments.	3.177	1.074	3.353	1.115	8.666**
2. Counseling special education students regarding social problems they experience because of their handicap (mental, physical, or emotional).	3.177	.883	3.412	.939	6.535**
3. Counseling special education students regarding their vocational and/or career choices	2.882	1.269	3.412	1.278	2.288
4. Counseling special education students to set up behavior management programs or contracts.	3.706	1.404	4.235	1.033	12.018**
5. Counseling special education students to develop effective communication skills.	3.824	1.074	4.118	.697	7.767**
6. Counseling special education students to discuss social, educational, or vocational problems.	3.059	1.029	3.529	.943	1.982
7. Counseling special education students with regular education students to discuss social, educational, or vocational problems.	3.294	1.105	3.882	1.219	6.356**
8. Counseling regular education students to discuss their attitudes, feelings, and expectations of special education students.	3.118	1.054	3.706	.849	2.817
9. Counseling special education students to discuss their discipline problems.	3.412	1.064	3.824	.951	3.485*
10. Counseling special education parents individually or in groups to discuss their feelings and concerns for themselves and their child.	3.235	1.033	3.765	.903	3.587*

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 14
ADMINISTRATORS---ACTUAL VS. FEASIBLE
COUNSELING QUESTIONS

QUESTIONS	ACTUAL		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
1. Counseling special education students regarding their academic problems (study skills, scheduling classes, and needed program adjustments.	3.706	1.213	3.353	1.115	42.378**
2. Counseling special education students regarding social problems they experience because of their handicap (mental, physical, or emotional).	3.706	1.047	3.412	.939	44.499**
3. Counseling special education students regarding their vocational and/or career choices	3.824	1.015	3.412	1.278	13.471**
4. Counseling special education students to set up behavior management programs or contracts.	4.471	.943	4.235	1.033	31.953**
5. Counseling special education students to develop effective communication skills.	4.353	.786	4.118	.697	24.129**
6. Counseling special education students to discuss social, educational, or vocational problems.	3.706	.849	3.529	.943	3.023
7. Counseling special education students with regular education students to discuss social, educational, or vocational problems.	3.941	1.298	3.882	1.219	25.288**
8. Counseling regular education students to discuss their attitudes, feelings, and expectations of special education students.	4.059	.827	3.706	.849	10.180**
9. Counseling special education students to discuss their discipline problems.	4.177	.728	3.824	.951	6.031**
10. Counseling special education parents individually or in groups to discuss their feelings and concerns for themselves and their child.	4.059	.899	3.765	.903	4.679*

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 15
ADMINISTRATORS---DESIRABLE VS. ACTUAL
CONSULTING/COORDINATING QUESTIONS

QUESTIONS	DESIARBLE		ACTUAL		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
11. Consulting with special education teacher(s) individually or in groups regarding special education student(s)' program.	3.059	1.030	3.765	1.147	5.882**
12. Consulting with regular education teacher(s) individually or in groups regarding special education student(s)' program.	2.941	1.029	3.706	1.047	2.718
13. Consulting with regular education teacher(s) and special education teacher(s) together regarding special education student(s)' program.	2.882	.993	3.647	1.057	4.139*
14. Participating in the observation and evaluation of students referred for special services.	3.059	1.298	3.765	1.252	6.184**
15. Providing support for the regular education teacher in implementing a special education student's program	3.294	1.047	3.941	.827	8.665**
16. Assisting regular education teachers in identifying their feelings and attitudes about special education students.	3.412	1.176	4.059	.899	8.405**
17. Assisting regular education teachers in establishing a behavior management program for special education students.	3.647	1.115	4.412	.870	1.018
18. Consulting with administrators regarding educational programs of special education students.	3.059	1.088	3.765	1.147	7.868**
19. Consulting with special education parents regarding the educational program of their child.	3.294	.920	4.059	.827	7.741**
20. Coordinating staffings.	3.118	1.453	3.824	1.286	5.900**
21. Coordinating the development of the special education student's IEP.	4.118	1.166	4.471	.845	4.459*
22. Participating as a member of the staffing team.	2.118	1.269	2.294	1.213	10.720**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 15 (continued)

QUESTIONS	DESIRABLE		ACTUAL		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
23. Assisting in the development of the IEP.	3.471	1.231	4.000	1.275	7.133**
24. Writing affective goals for the IEP.	3.706	1.263	4.412	1.004	22.898**
25. Maintaining the records on special education students.	3.471	1.375	3.882	1.364	14.396**
26. Interpreting special education students' needs to the school staff.	3.438	1.209	4.000	1.033	8.841**
27. Working as an advocate for needs and rights of special education students and/or their parents.	3.529	1.068	3.941	1.088	1.647
28. Coordinating school's program for special education student(s) with other community resources.	3.765	1.091	4.353	.862	6.597**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 16
ADMINISTRATORS---DESIRABLE VS. FEASIBLE
CONSULTING/COORDINATING QUESTIONS

QUESTIONS	DESIRABLE		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
11. Consulting with special education teacher(s) individually or in groups regarding special education student(s)' program.	3.059	1.030	3.412	.939	15.443**
12. Consulting with regular education teacher(s) individually or in groups regarding special education student(s)' program.	2.941	1.029	3.471	.943	6.774**
13. Consulting with regular education teacher(s) and special education teacher(s) together regarding special education student(s)' program.	2.882	.993	3.471	1.068	3.756*
14. Participating in the observation and evaluation of students referred for special services.	3.059	1.298	3.647	1.272	8.886**
15. Providing support for the regular education teacher in implementing a special education student's program	3.294	1.047	3.471	.875	13.657**
16. Assisting regular education teachers in identifying their feelings and attitudes about special education students.	3.412	1.176	3.588	1.121	12.767**
17. Assisting regular education teachers in establishing a behavior management program for special education students.	3.647	1.115	3.824	.951	6.905**
18. Consulting with administrators regarding educational programs of special education students.	3.059	1.088	3.412	1.121	22.069**
19. Consulting with special education parents regarding the educational program of their child.	3.294	.920	3.471	.943	16.431**
20. Coordinating staffings.	3.118	1.453	3.059	1.391	4.550*
21. Coordinating the development of the special education student's IEP.	4.118	1.166	4.177	.951	7.656**
22. Participating as a member of the staffing team.	2.118	1.269	2.118	1.269	84.984**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 16 (continued)

QUESTIONS	DESIRABLE		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
23. Assisting in the development of the IEP.	3.471	1.231	3.529	1.375	5.554**
24. Writing affective goals for the IEP.	3.706	1.263	3.706	1.263	16.147**
25. Maintaining the records on special education students.	3.471	1.375	3.588	1.278	22.741**
26. Interpreting special education students' needs to the school staff.	3.438	1.209	3.563	.964	22.325**
27. Working as an advocate for needs and rights of special education students and/or their parents.	3.529	1.068	3.588	1.004	13.134**
28. Coordinating school's program for special education student(s) with other community resources.	3.765	1.091	4.059	.899	23.868**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 17
ADMINISTRATORS---ACTUAL VS. FEASIBLE
CONSULTING/COORDINATING QUESTIONS

QUESTIONS	ACTUAL		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
11. Consulting with special education teacher(s) individually or in groups regarding special education student(s)' program.	3.765	1.147	3.412	.939	24.076**
12. Consulting with regular education teacher(s) individually or in groups regarding special education student(s)' program.	3.706	1.047	3.471	.943	16.084**
13. Consulting with regular education teacher(s) and special education teacher(s) together regarding special education student(s)' program.	3.647	1.057	3.471	1.068	6.330**
14. Participating in the observation and evaluation of students referred for special services.	3.765	1.252	3.647	1.272	47.118**
15. Providing support for the regular education teacher in implementing a special education student's program	3.941	.827	3.471	.875	6.678**
16. Assisting regular education teachers in identifying their feelings and attitudes about special education students.	4.059	.899	3.588	1.121	6.706**
17. Assisting regular education teachers in establishing a behavior management program for special education students.	4.412	.870	3.824	.951	3.543*
18. Consulting with administrators regarding educational programs of special education students.	3.765	1.147	3.412	1.121	37.325**
19. Consulting with special education parents regarding the educational program of their child.	4.059	.827	3.471	.943	2.908
20. Coordinating staffings.	3.824	1.286	3.059	1.391	1.391
21. Coordinating the development of the special education student's IEP.	4.471	.845	4.177	.951	10.961**
22. Participating as a member of the staffing team.	2.294	1.213	2.118	1.269	33.902**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 17 (continued)

QUESTIONS	ACTUAL		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
23. Assisting in the development of the IEP.	4.000	1.275	3.529	1.375	2.585
24. Writing affective goals for the IEP.	4.412	1.004	3.706	1.263	21.176**
25. Maintaining the records on special education students.	3.882	1.364	3.588	1.278	8.026**
26. Interpreting special education students' needs to the school staff.	4.000	1.033	3.563	.964	11.868**
27. Working as an advocate for needs and rights of special education students and/or their parents.	3.941	1.088	3.588	1.004	19.606**
28. Coordinating school's program for special education student(s) with other community resources.	4.353	.862	4.059	.899	17.293**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 18
ADMINISTRATORS---DESIRABLE VS ACTUAL
INSTRUCTING QUESTIONS

QUESTIONS	DESIRABLE		ACTUAL		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
29. Teaching regular education students about the identification of handicapped populations.	3.882	1.219	4.353	1.057	14.056**
30. Teaching regular education teachers about the identification of handicapped populations.	3.588	1.372	4.059	1.249	4.819*
31. Conducting teacher in-service programs for regular education teachers dealing with information about special education programs	3.647	1.320	4.471	1.068	3.420*
32. Disseminating information to parents concerning the school's special education program.	3.353	1.367	3.706	1.312	6.571**
33. Disseminating information to parents concerning available resources outside the school.	3.177	.951	3.529	1.179	6.303**
34. Explaining to special education parents academically related activities they can use with their child.	3.647	1.057	4.059	1.029	4.511*
35. Teaching special education parents behavior management techniques.	3.706	1.105	4.529	.515	17.201**
36. Teaching special education parents discipline techniques.	3.688	1.138	4.500	.516	16.662**
37. Acquiring knowledge of special education students' needs and expectations.	2.882	1.054	3.706	1.105	4.334*
38. Sharing knowledge of special education students' needs and expectations with parents.	3.118	1.054	3.824	1.286	3.831*
39. Sharing knowledge of special education students' needs and expectations with school staff.	3.059	1.029	3.824	1.015	3.603*
40. Sharing knowledge of special education students' needs and expectations with the local community.	3.765	1.091	4.647	.493	5.965*
41. Acquiring knowledge of special education characteristics, handicapping conditions, and the developmental process.	2.882	1.054	3.647	1.222	4.876*

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 18 (continued)

QUESTIONS	DESIRABLE		ACTUAL		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
42. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with school staff.	3.235	1.091	3.824	1.015	3.087
43. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with special education parents.	3.353	1.115	4.059	1.029	3.971*
44. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with the community.	3.824	1.074	4.647	.493	4.148
45. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with students.	3.471	1.231	4.118	.993	3.815*
46. Acquiring knowledge of special education assessment procedures.	2.824	1.015	3.706	1.047	3.010
47. Sharing knowledge of special education assessment procedures with special education parents	3.118	1.219	4.000	1.061	5.152*
48. Sharing knowledge of special education assessment procedures with the school staff.	3.177	1.185	3.882	1.054	4.972*
49. Sharing knowledge of special education assessment procedures with the community.	3.824	1.131	4.706	.470	4.599*
50. Sharing knowledge of special education assessment procedures with students.	3.412	1.176	4.235	.752	5.800*
51. Acquiring knowledge of federal and state legislation related to special education students.	3.235	1.201	3.882	1.219	4.121*
52. Sharing knowledge of federal and state legislation related to special education students with special education parents.	3.563	1.094	4.125	.957	4.620*
53. Sharing knowledge of federal and state legislation related to special education students with regular education teachers.	3.588	1.278	4.177	1.131	7.375**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 18 (continued)

QUESTIONS	DESIRABLE		ACTUAL		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
54. Sharing knowledge of federal and state legisla- tion related to special education students with the community.	3.882	1.111	4.765	.437	7.705**
55. Sharing knowledge of federal and state legisla- tion related to special education students with students.	3.882	1.111	4.588	.507	7.363*

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 19
ADMINISTRATORS---DESIRABLE VS FEASIBLE
INSTRUCTING QUESTIONS

QUESTIONS	DESIRABLE		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
29. Teaching regular education students about the identification of handicapped populations.	3.882	1.219	4.177	1.131	27.626**
30. Teaching regular education teachers about the identification of handicapped populations.	3.588	1.372	3.824	1.237	16.127**
31. Conducting teacher in-service programs for regular education teachers dealing with information about special education programs	3.647	1.320	4.059	1.088	20.542**
32. Disseminating information to parents concerning the school's special education program.	3.353	1.367	3.529	1.281	48.227**
33. Disseminating information to parents concerning available resources outside the school.	3.177	.951	3.412	1.064	23.197**
34. Explaining to special education parents academically related activities they can use with their child.	3.647	1.057	3.765	1.033	11.980**
35. Teaching special education parents behavior management techniques.	3.706	1.105	4.177	.636	10.988**
36. Teaching special education parents discipline techniques.	3.688	1.138	4.188	.655	11.840**
37. Acquiring knowledge of special education students' needs and expectations.	2.882	1.054	3.235	.903	9.152**
38. Sharing knowledge of special education students' needs and expectations with parents.	3.118	1.054	3.529	1.068	8.420**
39. Sharing knowledge of special education students' needs and expectations with school staff.	3.059	1.029	3.412	.870	17.078**
40. Sharing knowledge of special education students' needs and expectations with the local community.	3.765	1.091	4.353	.702	11.447**
41. Acquiring knowledge of special education characteristics, handicapping conditions, and the developmental process.	2.882	1.054	3.235	1.033	9.864**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 19 (continued)

QUESTIONS	DESIRABLE		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
42. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with school staff.	3.235	1.091	3.471	.943	24.372**
43. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with special education parents.	3.353	1.115	3.706	.985	7.206**
44. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with the community.	3.824	1.074	4.294	.772	4.408*
45. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with students.	3.471	1.231	3.765	1.091	9.375**
46. Acquiring knowledge of special education assessment procedures.	2.824	1.015	3.235	.970	6.789**
47. Sharing knowledge of special education assessment procedures with special education parents	3.118	1.219	3.588	1.064	10.761**
48. Sharing knowledge of special education assessment procedures with the school staff.	3.765	1.185	3.529	.943	38.267**
49. Sharing knowledge of special education assessment procedures with the community.	3.824	1.131	4.353	.702	13.897**
50. Sharing knowledge of special education assessment procedures with students.	3.412	1.176	4.000	.791	15.578**
51. Acquiring knowledge of federal and state legislation related to special education students.	3.235	1.201	3.529	1.068	10.835**
52. Sharing knowledge of federal and state legislation related to special education students with special education parents.	3.563	1.094	3.813	.911	32.795**
53. Sharing knowledge of federal and state legislation related to special education students with regular education teachers.	3.588	1.278	3.824	1.074	51.327**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 19 (continued)

QUESTIONS	DESIRABLE		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
54. Sharing knowledge of federal and state legisla- tion related to special education students with the community.	3.882	1.111	4.353	.702	11.624**
55. Sharing knowledge of federal and state legisla- tion related to special education students with students.	3.882	1.111	4.294	.686	12.130**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 20
ADMINISTRATORS---ACTUAL VS FEASIBLE
INSTRUCTING QUESTIONS

QUESTIONS	ACTUAL		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
29. Teaching regular education students about the identification of handicapped populations.	4.353	1.057	4.177	1.131	34.412**
30. Teaching regular education teachers about the identification of handicapped populations.	4.059	1.249	3.824	1.237	16.351**
31. Conducting teacher in-service programs for regular education teachers dealing with information about special education programs	4.471	1.068	4.059	1.088	14.631**
32. Disseminating information to parents concerning the school's special education program.	3.706	1.312	3.529	1.281	11.574**
33. Disseminating information to parents concerning available resources outside the school.	3.529	1.179	3.412	1.064	15.240**
34. Explaining to special education parents academically related activities they can use with their child.	4.059	1.029	3.765	1.033	19.802**
35. Teaching special education parents behavior management techniques.	4.529	.515	4.177	.636	4.403*
36. Teaching special education parents discipline techniques.	4.500	.516	4.188	.655	6.149**
37. Acquiring knowledge of special education students' needs and expectations.	3.706	1.105	3.235	.903	19.846**
38. Sharing knowledge of special education students' needs and expectations with parents.	3.824	1.286	3.529	1.068	7.510**
39. Sharing knowledge of special education students' needs and expectations with school staff.	3.824	1.015	3.412	.870	9.124**
40. Sharing knowledge of special education students' needs and expectations with the local community.	4.647	.493	4.353	.702	7.092**
41. Acquiring knowledge of special education characteristics, handicapping conditions, and the developmental process.	3.647	1.222	3.235	1.033	24.773**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 20 (continued)

QUESTIONS	ACTUAL		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
42. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with school staff.	3.824	1.015	3.471	.943	14.104**
43. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with special education parents.	4.059	1.029	3.706	.985	12.739**
44. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with the community.	4.647	.493	4.294	.772	6.588**
45. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with students.	4.118	.993	3.765	1.091	27.677**
46. Acquiring knowledge of special education assessment procedures.	3.706	1.047	3.235	.970	9.549**
47. Sharing knowledge of special education assessment procedures with special education parents	4.000	1.061	3.588	1.064	9.770**
48. Sharing knowledge of special education assessment procedures with the school staff.	3.882	1.054	3.529	.943	10.635**
49. Sharing knowledge of special education assessment procedures with the community.	4.706	.470	4.353	.702	4.157*
50. Sharing knowledge of special education assessment procedures with students.	4.235	.752	4.000	.791	8.630**
51. Acquiring knowledge of federal and state legislation related to special education students.	3.882	1.219	3.529	1.068	7.694**
52. Sharing knowledge of federal and state legislation related to special education students with special education parents.	4.125	.957	3.813	.911	8.132**
53. Sharing knowledge of federal and state legislation related to special education students with regular education teachers.	4.177	1.131	3.824	1.074	14.540**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 20 (continued)

QUESTIONS	ACTUAL		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
54. Sharing knowledge of federal and state legislation related to special education students with the community.	4.765	.437	4.353	.702	2.670
55. Sharing knowledge of federal and state legislation related to special education students with students.	4.588	.507	4.294	.686	7.412**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 21
COUNSELORS---DESIRABLE VS. ACTUAL
COUNSELING QUESTIONS

QUESTIONS	DESIRABLE		ACTUAL		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
1. Counseling special education students regarding their academic problems (study skills, scheduling classes, and needed program adjustments.	3.385	1.044	3.769	.927	1.264
2. Counseling special education students regarding social problems they experience because of their handicap (mental, physical, or emotional).	3.231	1.013	3.615	.870	6.979**
3. Counseling special education students regarding their vocational and/or career choices	3.385	1.121	4.154	.899	4.624*
4. Counseling special education students to set up behavior management programs or contracts.	4.154	1.281	4.462	.877	22.692**
5. Counseling special education students to develop effective communication skills.	3.923	.760	4.231	.725	2.212
6. Counseling special education students to discuss social, educational, or vocational problems.	3.462	1.127	3.769	.927	17.613**
7. Counseling special education students with regular education students to discuss social, educational, or vocational problems.	3.667	1.155	4.417	.900	5.278*
8. Counseling regular education students to discuss their attitudes, feelings, and expectations of special education students.	3.615	.768	4.385	.768	7.385*
9. Counseling special education students to discuss their discipline problems.	4.077	.954	4.333	.888	14.400**
10. Counseling special education parents individually or in groups to discuss their feelings and concerns for themselves and their child.	3.692	1.182	4.423	.760	2.337

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 22
COUNSELORS---DESIRABLE VS. FEASIBLE
COUNSELING QUESTIONS

QUESTIONS	DESIRABLE		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
1. Counseling special education students regarding their academic problems (study skills, scheduling classes, and needed program adjustments.	3.385	1.044	3.462	.660	2.382
2. Counseling special education students regarding social problems they experience because of their handicap (mental, physical, or emotional).	3.231	1.013	3.231	.599	7.623**
3. Counseling special education students regarding their vocational and/or career choices	3.385	1.121	3.615	.650	4.231*
4. Counseling special education students to set up behavior management programs or contracts.	4.154	1.281	3.846	1.144	70.846**
5. Counseling special education students to develop effective communication skills.	3.923	.760	3.846	.689	3.974
6. Counseling special education students to discuss social, educational, or vocational problems.	3.462	1.127	3.385	.870	18.758**
7. Counseling special education students with regular education students to discuss social, educational, or vocational problems.	3.667	1.155	3.750	.866	16.889**
8. Counseling regular education students to discuss their attitudes, feelings, and expectations of special education students.	3.615	.768	3.770	.927	8.374**
9. Counseling special education students to discuss their discipline problems.	4.077	.954	4.167	.835	26.182**
10. Counseling special education parents individually or in groups to discuss their feelings and concerns for themselves and their child.	3.692	1.182	4.115	.768	3.904

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 23
COUNSELORS---ACTUAL VS. FEASIBLE
COUNSELING QUESTIONS

QUESTIONS	ACTUAL		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
1. Counseling special education students regarding their academic problems (study skills, scheduling classes, and needed program adjustments.	3.769	.927	3.462	.660	15.498**
2. Counseling special education students regarding social problems they experience because of their handicap (mental, physical, or emotional).	3.615	.870	3.231	.599	4.555*
3. Counseling special education students regarding their vocational and/or career choices	4.154	.898	3.615	.650	5.027*
4. Counseling special education students to set up behavior management programs or contracts.	4.462	.877	3.846	1.144	38.538**
5. Counseling special education students to develop effective communication skills.	4.231	.725	3.846	.689	6.619*
6. Counseling special education students to discuss social, educational, or vocational problems.	3.769	.927	3.385	.870	7.663**
7. Counseling special education students with regular education students to discuss social, educational, or vocational problems.	4.417	.900	3.750	.866	15.167**
8. Counseling regular education students to discuss their attitudes, feelings, and expectations of special education students.	4.385	.767	3.770	.927	2.375
9. Counseling special education students to discuss their discipline problems.	4.333	.888	4.167	.835	34.500**
10. Counseling special education parents individually or in groups to discuss their feelings and concerns for themselves and their child.	4.423	.760	4.115	.768	13.462**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 24
COUNSELORS---DESIRABLE VS. ACTUAL
CONSULTING/COORDINATING QUESTIONS

QUESTIONS	DESIRABLE		ACTUAL		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
11. Consulting with special education teacher(s) individually or in groups regarding special education student(s)' program.	2.846	1.463	3.192	1.494	9.419**
12. Consulting with regular education teacher(s) individually or in groups regarding special education student(s)' program.	3.462	1.330	3.808	1.251	12.154**
13. Consulting with regular education teacher(s) and special education teacher(s) together regarding special education student(s)' program.	3.154	1.405	3.192	1.437	7.897**
14. Participating in the observation and evaluation of students referred for special services.	3.615	1.325	3.885	1.530	11.878**
15. Providing support for the regular education teacher in implementing a special education student's program	3.769	1.092	4.039	.923	9.264**
16. Assisting regular education teachers in identifying their feelings and attitudes about special education students.	3.000	1.633	3.539	1.506	2.414
17. Assisting regular education teachers in establishing a behavior management program for special education students.	4.250	.965	4.667	.651	1.110
18. Consulting with administrators regarding educational programs of special education students.	4.000	.913	4.154	.899	17.222**
19. Consulting with special education parents regarding the educational program of their child.	4.154	.689	4.346	.625	7.771**
20. Coordinating staffings.	3.385	1.387	3.615	1.502	22.725**
21. Coordinating the development of the special education student's IEP.	4.462	.660	4.769	.439	9.797**
22. Participating as a member of the staffing team.	2.167	1.404	2.083	1.443	11.442**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 24 (continued)

QUESTIONS	DESIRABLE		ACTUAL		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
23. Assisting in the development of the IEP.	3.846	1.345	3.962	1.391	130.577**
24. Writing affective goals for the IEP.	4.539	.660	4.615	.650	24.423**
25. Maintaining the records on special education students.	3.615	1.502	3.539	1.506	79.231**
26. Interpreting special education students' needs to the school staff.	3.417	1.165	3.750	1.055	13.569**
27. Working as an advocate for needs and rights of special education students and/or their parents.	3.539	1.050	3.962	.877	17.425**
28. Coordinating school's program for special education student(s) with other community resources.	4.231	.832	4.654	.625	3.497

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 25
COUNSELORS---DESIRABLE VS. FEASIBLE
CONSULTING/COORDINATING QUESTIONS

QUESTIONS	DESIRABLE		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
11. Consulting with special education teacher(s) individually or in groups regarding special education student(s)' program.	2.846	1.463	2.923	1.321	27.363**
12. Consulting with regular education teacher(s) individually or in groups regarding special education student(s)' program.	3.462	1.330	3.615	1.193	8.580**
13. Consulting with regular education teacher(s) and special education teacher(s) together regarding special education student(s)' program.	3.154	1.405	3.077	1.321	85.846**
14. Participating in the observation and evaluation of students referred for special services.	3.615	1.325	3.769	1.301	65.256**
15. Providing support for the regular education teacher in implementing a special education student's program	3.769	1.092	3.769	.927	24.692**
16. Assisting regular education teachers in identifying their feelings and attitudes about special education students.	3.000	1.633	3.077	1.441	16.732**
17. Assisting regular education teachers in establishing a behavior management program for special education students.	4.250	.965	4.000	.954	13.412**
18. Consulting with administrators regarding educational programs of special education students.	4.000	.913	3.923	.862	23.571**
19. Consulting with special education parents regarding the educational program of their child.	4.154	.689	4.077	.641	27.527**
20. Coordinating staffings.	3.385	1.387	3.462	1.391	15.308**
21. Coordinating the development of the special education student's IEP.	4.462	.660	4.385	.768	47.308**
22. Participating as a member of the staffing team.	2.167	1.404	2.167	1.267	73.500**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 25 (continued)

QUESTIONS	DESIRABLE		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
23. Assisting in the development of the IEP.	3.846	1.345	3.846	1.345	62.487**
24. Writing affective goals for the IEP.	4.539	.660	4.462	.660	27.692**
25. Maintaining the records on special education students.	3.615	1.502	3.615	1.502	-----
26. Interpreting special education students' needs to the school staff.	3.417	1.165	3.500	1.087	47.056**
27. Working as an advocate for needs and rights of special education students and/or their parents.	3.539	1.050	3.615	1.044	49.923**
28. Coordinating school's program for special education student(s) with other community resources.	4.231	.832	4.308	.751	46.923**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 26
COUNSELORS---ACTUAL VS. FEASIBLE
CONSULTING/COORDINATING QUESTIONS

QUESTIONS	ACTUAL		FEASIBLE		F
	MEAN	S.D.	MEAN	S.D.	STATISTIC
11. Consulting with special education teacher(s) individually or in groups regarding special education student(s)' program.	3.192	1.494	2.923	1.321	16.226**
12. Consulting with regular education teacher(s) individually or in groups regarding special education student(s)' program.	3.808	1.251	3.615	1.193	6.055*
13. Consulting with regular education teacher(s) and special education teacher(s) together regarding special education student(s)' program.	3.192	1.437	3.077	1.321	89.885**
14. Participating in the observation and evaluation of students referred for special services.	3.885	1.530	3.769	1.301	6.038*
15. Providing support for the regular education teacher in implementing a special education student's program	4.039	.923	3.769	.927	14.051**
16. Assisting regular education teachers in identifying their feelings and attitudes about special education students.	3.539	1.506	3.077	1.441	8.054**
17. Assisting regular education teachers in establishing a behavior management program for special education students.	4.667	.651	4.000	.954	6.906*
18. Consulting with administrators regarding educational programs of special education students.	4.154	.899	3.923	.862	4.790*
19. Consulting with special education parents regarding the educational program of their child.	4.346	.625	4.077	.641	2.903
20. Coordinating staffings.	3.615	1.502	3.462	1.391	43.128**
21. Coordinating the development of the special education student's IEP.	4.769	.439	4.385	.768	10.385**
22. Participating as a member of the staffing team.	2.083	1.443	2.167	1.267	24.694**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 26 (continued)

QUESTIONS	ACTUAL		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
23. Assisting in the development of the IEP.	3.962	1.391	3.846	1.345	50.124**
24. Writing affective goals for the IEP.	4.615	.650	4.462	.660	16.154**
25. Maintaining the records on special education students.	3.539	1.506	3.615	1.502	79.692**
26. Interpreting special education students' needs to the school staff.	3.750	1.055	3.500	1.087	15.481**
27. Working as an advocate for needs and rights of special education students and/or their parents.	3.962	.877	3.615	1.044	16.264**
28. Coordinating school's program for special education student(s) with other community resources.	4.654	.625	4.308	.751	13.047**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 27
COUNSELORS---DESIRABLE VS. ACTUAL
INSTRUCTING QUESTIONS

QUESTIONS	DESIRABLE		ACTUAL		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
29. Teaching regular education students about the identification of handicapped populations.	4.462	.967	4.615	.870	35.110**
30. Teaching regular education teachers about the identification of handicapped populations.	4.385	.650	4.539	.660	6.282*
31. Conducting teacher in-service programs for regular education teachers dealing with information about special education programs	4.539	.660	4.769	.439	14.385**
32. Disseminating information to parents concerning the school's special education program.	4.308	.855	4.385	.870	45.110**
33. Disseminating information to parents concerning available resources outside the school.	4.000	.913	4.500	.866	6.842*
34. Explaining to special education parents academically related activities they can use with their child.	4.231	1.301	4.654	.851	2.003
35. Teaching special education parents behavior management techniques.	4.462	.776	4.769	.439	24.090**
36. Teaching special education parents discipline techniques.	4.231	.927	4.692	.630	6.713*
37. Acquiring knowledge of special education students' needs and expectations.	3.539	1.050	3.923	.862	2.970
38. Sharing knowledge of special education students' needs and expectations with parents.	3.846	1.144	4.269	.832	13.462**
39. Sharing knowledge of special education students' needs and expectations with school staff.	3.385	1.121	3.577	1.152	20.615**
40. Sharing knowledge of special education students' needs and expectations with the local community.	4.462	.776	4.885	.300	4.764
41. Acquiring knowledge of special education characteristics, handicapping conditions, and the developmental process.	3.308	1.109	3.769	1.013	9.659**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 27 (continued)

QUESTIONS	DESIRABLE		ACTUAL		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
42. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with school staff.	3.615	.961	4.000	.707	5.972*
43. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with special education parents.	4.154	.987	4.500	.764	16.923**
44. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with the community.	4.692	.630	4.769	.599	21.231**
45. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with students.	4.000	.913	4.462	.877	12.368**
46. Acquiring knowledge of special education assessment procedures.	3.615	1.387	3.846	1.405	31.615**
47. Sharing knowledge of special education assessment procedures with special education parents	4.077	1.256	4.192	1.217	82.154**
48. Sharing knowledge of special education assessment procedures with the school staff.	3.769	1.235	4.000	1.225	33.615**
49. Sharing knowledge of special education assessment procedures with the community.	4.462	.877	4.769	.599	6.037*
50. Sharing knowledge of special education assessment procedures with students.	4.167	1.115	4.333	1.073	38.984**
51. Acquiring knowledge of federal and state legislation related to special education students.	3.583	1.165	4.125	.801	10.040**
52. Sharing knowledge of federal and state legislation related to special education students with special education parents.	4.231	.927	4.462	.877	7.885**
53. Sharing knowledge of federal and state legislation related to special education students with regular education teachers.	4.077	1.038	4.462	.877	8.217**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 27 (continued)

QUESTIONS	DESIRABLE		ACTUAL		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
54. Sharing knowledge of federal and state legisla- tion related to special education students with the community.	4.385	.870	4.615	.768	6.069*
55. Sharing knowledge of federal and state legisla- tion related to special education students with students.	4.231	.725	4.615	.650	2.470

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 28
COUNSELORS---DESIRABLE VS. FEASIBLE
INSTRUCTING QUESTIONS

QUESTIONS	DESIRABLE		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
29. Teaching regular education students about the identification of handicapped populations.	4.462	.967	4.385	.961	47.538**
30. Teaching regular education teachers about the identification of handicapped populations.	4.385	.650	4.385	.650	-----
31. Conducting teacher in-service programs for regular education teachers dealing with information about special education programs	4.539	.660	4.615	.650	24.423**
32. Disseminating information to parents concerning the school's special education program.	4.308	.855	4.308	.855	-----
33. Disseminating information to parents concerning available resources outside the school.	4.000	.913	4.077	.862	61.667**
34. Explaining to special education parents academically related activities they can use with their child.	4.231	1.301	4.385	.961	-----
35. Teaching special education parents behavior management techniques.	4.462	.776	4.308	.751	25.128**
36. Teaching special education parents discipline techniques.	4.231	.927	4.308	.855	72.308**
37. Acquiring knowledge of special education students' needs and expectations.	3.539	1.050	3.769	.927	9.404**
38. Sharing knowledge of special education students' needs and expectations with parents.	3.846	1.144	4.077	.954	11.712**
39. Sharing knowledge of special education students' needs and expectations with school staff.	3.385	1.121	3.539	1.127	20.615**
40. Sharing knowledge of special education students' needs and expectations with the local community.	4.462	.776	4.615	.506	55.282**
41. Acquiring knowledge of special education characteristics, handicapping conditions, and the developmental process.	3.308	1.109	3.539	1.050	19.154**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 28 (continued)

QUESTIONS	DESIRABLE		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
42. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with school staff.	3.615	.961	3.615	.870	13.615**
43. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with special education parents.	4.154	.987	4.154	.987	-----
44. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with the community.	4.692	.630	4.692	.630	-----
45. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with students.	4.000	.913	4.000	.913	-----
46. Acquiring knowledge of special education assessment procedures.	3.615	1.387	3.769	1.363	48.293**
47. Sharing knowledge of special education assessment procedures with special education parents	4.077	1.256	4.077	1.256	-----
48. Sharing knowledge of special education assessment procedures with the school staff	3.769	1.235	3.923	1.256	38.192**
49. Sharing knowledge of special education assessment procedures with the community.	4.462	.877	4.539	.776	10.976**
50. Sharing knowledge of special education assessment procedures with students.	4.167	1.115	4.167	1.115	-----
51. Acquiring knowledge of federal and state legislation related to special education students.	3.583	1.165	3.667	1.155	50.370**
52. Sharing knowledge of federal and state legislation related to special education students with special education parents.	4.231	.927	4.385	.870	9.725**
53. Sharing knowledge of federal and state legislation related to special education students with regular education teachers.	4.077	1.038	4.231	1.013	8.308**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 28 (continued)

QUESTIONS	DESIRABLE		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
54. Sharing knowledge of federal and state legisla- tion related to special education students with the community.	4.385	.870	4.539	.776	7.764**
55. Sharing knowledge of federal and state legisla- tion related to special education students with students.	4.231	.725	4.462	.660	9.152**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 29
COUNSELORS---ACTUAL VS. FEASIBLE
INSTRUCTING QUESTIONS

QUESTIONS	ACTUAL		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
29. Teaching regular education students about the identification of handicapped populations.	4.615	.870	4.385	.961	37.846**
30. Teaching regular education teachers about the identification of handicapped populations.	4.539	.660	4.385	.650	4.231*
31. Conducting teacher in-service programs for regular education teachers dealing with information about special education programs	4.769	.439	4.615	.650	12.308**
32. Disseminating information to parents concerning the school's special education program.	4.385	.870	4.308	.855	63.077**
33. Disseminating information to parents concerning available resources outside the school.	4.500	.866	4.077	.862	9.118**
34. Explaining to special education parents academically related activities they can use with their child.	4.654	.851	4.385	.961	49.154**
35. Teaching special education parents behavior management techniques.	4.769	.439	4.308	.751	9.423**
36. Teaching special education parents discipline techniques.	4.692	.630	4.308	.855	30.769**
37. Acquiring knowledge of special education students' needs and expectations.	3.923	.862	3.769	.927	30.462**
38. Sharing knowledge of special education students' needs and expectations with parents.	4.269	.832	4.077	.954	28.154**
39. Sharing knowledge of special education students' needs and expectations with school staff.	3.577	1.152	3.539	1.127	150.862**
40. Sharing knowledge of special education students' needs and expectations with the local community.	4.885	.300	4.615	.506	3.808
41. Acquiring knowledge of special education characteristics, handicapping conditions, and the developmental process.	3.769	1.013	3.539	1.050	20.077**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 29 (continued)

QUESTIONS	ACTUAL		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
42. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with school staff.	4.000	.707	3.615	.870	6.000*
43. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with special education parents.	4.500	.764	4.154	.987	14.684**
44. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with the community.	4.769	.599	4.692	.630	38.077**
45. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with students.	4.462	.877	4.000	.913	30.231**
46. Acquiring knowledge of special education assessment procedures.	3.846	1.405	3.769	1.363	32.538**
47. Sharing knowledge of special education assessment procedures with special education parents	4.192	1.217	4.077	1.256	64.336**
48. Sharing knowledge of special education assessment procedures with the school staff.	4.000	1.225	3.923	1.256	45.000**
49. Sharing knowledge of special education assessment procedures with the community.	4.769	.599	4.539	.776	38.077**
50. Sharing knowledge of special education assessment procedures with students.	4.333	1.073	4.167	1.115	48.000**
51. Acquiring knowledge of federal and state legislation related to special education students.	4.125	.801	3.667	1.155	8.494**
52. Sharing knowledge of federal and state legislation related to special education students with special education parents.	4.462	.877	4.385	.870	87.308**
53. Sharing knowledge of federal and state legislation related to special education students with regular education teachers.	4.462	.877	4.231	1.013	38.538**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 29 (continued)

QUESTIONS	ACTUAL		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
54. Sharing knowledge of federal and state legislation related to special education students with the community.	4.615	.768	4.539	.776	65.769**
55. Sharing knowledge of federal and state legislation related to special education students with students.	4.615	.650	4.462	.660	16.154**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 30
REGULAR EDUCATION TEACHERS---DESIRABLE VS. ACTUAL
COUNSELING QUESTIONS

QUESTIONS	DESIRABLE		ACTUAL		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
1. Counseling special education students regarding their academic problems (study skills, scheduling classes, and needed program adjustments.	3.000	1.000	3.556	1.130	11.154**
2. Counseling special education students regarding social problems they experience because of their handicap (mental, physical, or emotional).	2.727	.905	3.722	.905	3.333
3. Counseling special education students regarding their vocational and/or career choices	2.455	1.036	3.889	.782	1.615
4. Counseling special education students to set up behavior management programs or contracts.	3.273	1.104	4.111	.892	13.000**
5. Counseling special education students to develop effective communication skills.	3.727	.647	4.333	.707	.879
6. Counseling special education students to discuss social, educational, or vocational problems.	2.636	1.206	3.778	.972	3.601
7. Counseling special education students with regular education students to discuss social, educational, or vocational problems.	2.455	1.036	3.778	.972	.175
8. Counseling regular education students to discuss their attitudes, feelings, and expectations of special education students.	2.091	.944	3.889	1.054	.194
9. Counseling special education students to discuss their discipline problems.	3.000	1.095	4.000	.707	.111
10. Counseling special education parents individually or in groups to discuss their feelings and concerns for themselves and their child.	3.000	1.095	4.333	.707	.439

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 31
REGULAR EDUCATION TEACHERS---DESIRABLE VS. FEASIBLE
COUNSELING QUESTIONS

QUESTIONS	DESIRABLE		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
1. Counseling special education students regarding their academic problems (study skills, scheduling classes, and needed program adjustments.	3.000	1.000	3.000	1.054	13.750**
2. Counseling special education students regarding social problems they experience because of their handicap (mental, physical, or emotional).	2.727	.905	3.100	.876	10.150**
3. Counseling special education students regarding their vocational and/or career choices	2.455	1.036	3.100	1.171	5.564*
4. Counseling special education students to set up behavior management programs or contracts.	3.273	1.104	3.600	.966	5.083*
5. Counseling special education students to develop effective communication skills.	3.727	.647	3.455	1.293	-----
6. Counseling special education students to discuss social, educational, or vocational problems.	2.636	1.206	3.200	.633	.700
7. Counseling special education students with regular education students to discuss social, educational, or vocational problems.	2.455	1.036	3.100	.876	3.220
8. Counseling regular education students to discuss their attitudes, feelings, and expectations of special education students.	2.091	.944	3.200	.919	.462
9. Counseling special education students to discuss their discipline problems.	3.000	1.095	3.600	.699	7.553*
10. Counseling special education parents individually or in groups to discuss their feelings and concerns for themselves and their child.	3.000	1.095	3.700	.823	4.183

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 32
REGULAR EDUCATION TEACHERS---ACTUAL VS. FEASIBLE
COUNSELING QUESTIONS

QUESTIONS	ACTUAL		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
1. Counseling special education students regarding their academic problems (study skills, scheduling classes, and needed program adjustments.	3.556	1.130	3.000	1.054	7.519*
2. Counseling special education students regarding social problems they experience because of their handicap (mental, physical, or emotional).	3.722	.905	3.100	.876	.761
3. Counseling special education students regarding their vocational and/or career choices	3.889	.782	3.100	1.171	4.444
4. Counseling special education students to set up behavior management programs or contracts.	4.111	.892	3.600	.966	1.296
5. Counseling special education students to develop effective communication skills.	4.333	.707	3.455	1.293	.750
6. Counseling special education students to discuss social, educational, or vocational problems.	3.778	.972	3.200	.633	9.143*
7. Counseling special education students with regular education students to discuss social, educational, or vocational problems.	3.778	.972	3.100	.876	4.158
8. Counseling regular education students to discuss their attitudes, feelings, and expectations of special education students.	3.889	1.054	3.200	.919	2.823
9. Counseling special education students to discuss their discipline problems.	4.000	.707	3.600	.699	1.286
10. Counseling special education parents individually or in groups to discuss their feelings and concerns for themselves and their child.	4.333	.707	3.700	.823	1.800

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 33
REGULAR EDUCATION TEACHERS---DESIRABLE VS. ACTUAL
CONSULTING/COORDINATING QUESTIONS

QUESTIONS	DESIRABLE		ACTUAL		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
11. Consulting with special education teacher(s) individually or in groups regarding special education student(s)' program.	2.091	.831	3.889	.928	2.636
12. Consulting with regular education teacher(s) individually or in groups regarding special education student(s)' program.	2.364	.924	4.333	.500	.071
13. Consulting with regular education teacher(s) and special education teacher(s) together regarding special education student(s)' program.	2.636	1.120	4.111	.601	6.200*
14. Participating in the observation and evaluation of students referred for special services.	2.727	1.272	4.000	.866	3.545
15. Providing support for the regular education teacher in implementing a special education student's program	3.000	1.054	4.375	.744	2.211
16. Assisting regular education teachers in identifying their feelings and attitudes about special education students.	3.200	1.317	4.556	1.014	1.107
17. Assisting regular education teachers in establishing a behavior management program for special education students.	2.900	1.101	4.667	.707	.774
18. Consulting with administrators regarding educational programs of special education students.	2.700	1.059	3.667	1.118	.889
19. Consulting with special education parents regarding the educational program of their child.	2.900	.994	3.750	.707	9.143*
20. Coordinating staffings.	2.800	1.317	3.778	.833	2.639
21. Coordinating the development of the special education student's IEP.	3.364	1.362	4.556	.527	6.194*
22. Participating as a member of the staffing team.	1.636	.809	2.556	1.014	10.679**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 33 (continued)

QUESTIONS	DESIRABLE		ACTUAL		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
23. Assisting in the development of the IEP.	2.909	.944	4.333	.866	.288
24. Writing affective goals for the IEP.	3.000	1.000	4.444	.727	.529
25. Maintaining the records on special education students.	3.273	1.272	4.250	.707	2.298
26. Interpreting special education students' needs to the school staff.	2.455	1.214	4.111	.601	1.339
27. Working as an advocate for needs and rights of special education students and/or their parents.	2.091	.944	3.778	1.302	.333
28. Coordinating school's program for special education student(s) with other community resources.	2.636	1.120	4.000	.756	.321

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 34
REGULAR EDUCATION TEACHERS---DESIRABLE VS. FEASIBLE
CONSULTING/COORDINATING QUESTIONS

QUESTIONS	DESIRABLE		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
11. Consulting with special education teacher(s) individually or in groups regarding special education student(s)' program.	2.091	.831	2.500	.972	2.312
12. Consulting with regular education teacher(s) individually or in groups regarding special education student(s)' program.	2.364	.924	2.800	.789	1.267
13. Consulting with regular education teacher(s) and special education teacher(s) together regarding special education student(s)' program.	2.636	1.120	3.200	.789	.700
14. Participating in the observation and evaluation of students referred for special services.	2.727	1.272	3.100	1.197	4.000
15. Providing support for the regular education teacher in implementing a special education student's program	3.000	1.054	3.200	1.033	11.154**
16. Assisting regular education teachers in identifying their feelings and attitudes about special education students.	3.200	1.317	3.300	1.252	-----
17. Assisting regular education teachers in establishing a behavior management program for special education students.	2.900	1.101	3.200	.919	15.000**
18. Consulting with administrators regarding educational programs of special education students.	2.700	1.059	3.000	.943	4.583
19. Consulting with special education parents regarding the educational program of their child.	2.900	.994	3.300	.675	4.111
20. Coordinating staffings.	2.800	1.317	3.000	1.054	3.272
21. Coordinating the development of the special education student's IEP.	3.364	1.362	3.400	1.430	-----
22. Participating as a member of the staffing team.	1.636	.809	1.900	.738	14.292**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 34 (continued)

QUESTIONS	DESIRABLE		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
23. Assisting in the development of the IEP.	2.909	.944	3.111	.928	15.000**
24. Writing affective goals for the IEP.	3.000	1.000	3.300	.949	4.675*
25. Maintaining the records on special education students.	3.273	1.272	2.889	1.054	2.613
26. Interpreting special education students' needs to the school staff.	2.455	1.214	2.600	.843	1.295
27. Working as an advocate for needs and rights of special education students and/or their parents.	2.091	.944	2.600	.843	2.603
28. Coordinating school's program for special education student(s) with other community resources.	2.636	1.120	3.111	.782	7.000*

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 35
REGULAR EDUCATION TEACHERS---ACTUAL VS. FEASIBLE
CONSULTING/COORDINATING QUESTIONS

QUESTIONS	ACTUAL		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
11. Consulting with special education teacher(s) individually or in groups regarding special education student(s)' program.	3.889	.928	2.500	.972	.247
12. Consulting with regular education teacher(s) individually or in groups regarding special education student(s)' program.	4.333	.500	2.800	.789	1.200
13. Consulting with regular education teacher(s) and special education teacher(s) together regarding special education student(s)' program.	4.111	.601	3.200	.789	1.952
14. Participating in the observation and evaluation of students referred for special services.	4.000	.866	3.100	1.197	1.400
15. Providing support for the regular education teacher in implementing a special education student's program	4.375	.744	3.200	1.033	.256
16. Assisting regular education teachers in identifying their feelings and attitudes about special education students.	4.556	1.014	3.300	1.252	11.333**
17. Assisting regular education teachers in establishing a behavior management program for special education students.	4.667	.707	3.200	.919	.758
18. Consulting with administrators regarding educational programs of special education students.	3.667	1.118	3.000	.943	11.154**
19. Consulting with special education parents regarding the educational program of their child.	3.750	.707	3.300	.675	.682
20. Coordinating staffings.	3.778	.833	3.000	1.054	.317
21. Coordinating the development of the special education student's IEP.	4.556	.527	3.400	1.430	
22. Participating as a member of the staffing team.	2.556	1.014	1.900	.738	1.654

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 35 (continued)

QUESTIONS	ACTUAL		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
23. Assisting in the development of the IEP.	4.333	.866	3.111	.928	.923
24. Writing affective goals for the IEP.	4.444	.727	3.300	.949	2.354
25. Maintaining the records on special education students.	4.250	.707	2.889	1.054	5.667
26. Interpreting special education students' needs to the school staff.	4.111	.601	2.600	.843	.139
27. Working as an advocate for needs and rights of special education students and/or their parents.	3.778	1.302	2.600	.843	3.175
28. Coordinating school's program for special education student(s) with other community resources.	4.000	.756	3.111	.782	.833

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 36
REGULAR EDUCATION TEACHERS---DESIRABLE VS. ACTUAL
INSTRUCTING QUESTIONS

QUESTIONS	DESIRABLE MEAN	S.D.	ACTUAL MEAN	S.D.	F STATISTIC
29. Teaching regular education students about the identification of handicapped populations.	3.000	1.414	4.333	.866	1.575
30. Teaching regular education teachers about the identification of handicapped populations.	2.909	1.300	4.111	1.054	1.829
31. Conducting teacher in-service programs for regular education teachers dealing with information about special education programs	2.636	1.206	4.333	.707	.121
32. Disseminating information to parents concerning the school's special education program.	2.455	.934	4.125	.991	.250
33. Disseminating information to parents concerning available resources outside the school.	2.273	.905	3.444	1.014	2.407
34. Explaining to special education parents academically related activities they can use with their child.	2.727	1.104	4.125	1.126	.571
35. Teaching special education parents behavior management techniques.	2.800	1.135	4.250	.707	.474
36. Teaching special education parents discipline techniques.	2.800	1.229	4.750	.463	.075
37. Acquiring knowledge of special education students' needs and expectations.	1.909	.944	4.000	.535	.603
38. Sharing knowledge of special education students' needs and expectations with parents.	2.500	1.054	3.875	.641	1.216
39. Sharing knowledge of special education students' needs and expectations with school staff.	2.081	.944	3.667	1.000	.875
40. Sharing knowledge of special education students' needs and expectations with the local community.	3.273	1.348	4.444	.727	.040
41. Acquiring knowledge of special education characteristics, handicapping conditions, and the developmental process.	1.636	.674	3.556	1.236	1.667

* indicates significance at the .05 level
** indicates significance at the .01 level

TABLE 36 (continued)

QUESTIONS	DESIRABLE		ACTUAL		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
42. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with school staff.	2.273	.786	3.889	.928	2.963
43. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with special education parents.	2.636	1.502	3.722	1.149	3.519
44. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with the community.	3.273	1.421	4.556	.527	.033
45. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with students.	3.000	1.265	4.000	.866	.389
46. Acquiring knowledge of special education assessment procedures.	1.818	1.079	3.333	1.658	.470
47. Sharing knowledge of special education assessment procedures with special education parents	2.636	1.362	3.889	1.364	3.483
48. Sharing knowledge of special education assessment procedures with the school staff.	2.091	1.136	3.778	1.302	.148
49. Sharing knowledge of special education assessment procedures with the community.	3.000	1.549	4.111	1.054	1.011
50. Sharing knowledge of special education assessment procedures with students.	2.700	1.567	4.429	.787	.465
51. Acquiring knowledge of federal and state legislation related to special education students.	2.091	1.221	4.125	.834	.949
52. Sharing knowledge of federal and state legislation related to special education students with special education parents.	2.546	1.508	4.000	.756	5.625*
53. Sharing knowledge of federal and state legislation related to special education students with regular education teachers.	2.182	1.251	4.111	.782	.818

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 36 (continued)

QUESTIONS	DESIRABLE		ACTUAL		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
54. Sharing knowledge of federal and state legislation related to special education students with the community.	3.182	1.537	4.556	.727	.808
55. Sharing knowledge of federal and state legislation related to special education students with students.	3.273	1.104	4.500	.756	2.728

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 37
REGULAR EDUCATION TEACHERS---DESIRABLE VS. FEASIBLE
INSTRUCTING QUESTIONS

QUESTIONS	DESIRABLE		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
29. Teaching regular education students about the identification of handicapped populations.	3.000	1.414	3.200	1.317	3.750
30. Teaching regular education teachers about the identification of handicapped populations.	2.909	1.300	3.100	1.197	5.087*
31. Conducting teacher in-service programs for regular education teachers dealing with information about special education programs	2.636	1.206	3.200	1.033	3.400
32. Disseminating information to parents concerning the school's special education program.	2.455	.934	3.125	.364	2.842
33. Disseminating information to parents concerning available resources outside the school.	2.273	.905	2.889	.601	3.261
34. Explaining to special education parents academically related activities they can use with their child.	2.727	1.104	3.222	.833	8.210*
35. Teaching special education parents behavior management techniques.	2.800	1.135	3.625	.916	9.000*
36. Teaching special education parents discipline techniques.	2.800	1.229	3.375	1.303	4.205
37. Acquiring knowledge of special education students' needs and expectations.	1.909	.944	2.600	1.174	.250
38. Sharing knowledge of special education students' needs and expectations with parents.	2.500	1.054	3.222	.667	.136
39. Sharing knowledge of special education students' needs and expectations with school staff.	2.081	.944	2.700	1.059	1.077
40. Sharing knowledge of special education students' needs and expectations with the local community.	3.273	1.348	3.700	.823	7.768*
41. Acquiring knowledge of special education characteristics, handicapping conditions, and the developmental process.	1.636	.679	2.500	.850	.733

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 37 (continued)

QUESTIONS	DESIRABLE		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
42. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with school staff.	2.273	.786	2.900	.568	11.445**
43. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with special education parents.	2.636	1.502	3.200	1.229	4.350
44. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with the community.	3.273	1.421	3.800	.919	30.667**
45. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with students.	3.000	1.265	3.500	.707	5.982*
46. Acquiring knowledge of special education assessment procedures.	1.818	1.079	2.700	1.059	1.206
47. Sharing knowledge of special education assessment procedures with special education parents	2.636	1.362	3.100	1.197	1.835
48. Sharing knowledge of special education assessment procedures with the school staff.	2.091	1.136	2.600	1.075	2.800
49. Sharing knowledge of special education assessment procedures with the community.	3.000	1.549	3.300	1.338	7.789*
50. Sharing knowledge of special education assessment procedures with students.	2.700	1.567	3.111	1.269	6.583*
51. Acquiring knowledge of federal and state legislation related to special education students.	2.091	1.221	2.800	1.033	2.533
52. Sharing knowledge of federal and state legislation related to special education students with special education parents.	2.546	1.508	2.900	1.197	2.073
53. Sharing knowledge of federal and state legislation related to special education students with regular education teachers.	2.182	1.251	2.900	1.197	1.165

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 37 (continued)

QUESTIONS	DESIRABLE		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
54. Sharing knowledge of federal and state legislation related to special education students with the community.	3.182	1.537	3.500	1.269	9.159*
55. Sharing knowledge of federal and state legislation related to special education students with students.	3.273	1.104	3.600	.966	10.104**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 38
REGULAR EDUCATION TEACHERS---ACTUAL VS. FEASIBLE
INSTRUCTING QUESTIONS

QUESTIONS	ACTUAL		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
29. Teaching regular education students about the identification of handicapped populations.	4.333	.866	3.200	1.317	.161
30. Teaching regular education teachers about the identification of handicapped populations.	4.111	1.054	3.100	1.197	1.807
31. Conducting teacher in-service programs for regular education teachers dealing with information about special education programs	4.333	.707	2.100	1.033	.686
32. Disseminating information to parents concerning the school's special education program.	4.125	.991	3.125	.364	-----
33. Disseminating information to parents concerning available resources outside the school.	3.444	1.014	2.889	.601	10.676*
34. Explaining to special education parents academically related activities they can use with their child.	4.125	1.126	3.222	.833	4.156
35. Teaching special education parents behavior management techniques.	4.250	.707	3.625	.916	1.875
36. Teaching special education parents discipline techniques.	4.750	.463	3.375	1.303	1.333
37. Acquiring knowledge of special education students' needs and expectations.	4.000	.535	2.600	1.174	1.346
38. Sharing knowledge of special education students' needs and expectations with parents.	3.875	.641	3.222	.667	1.728
39. Sharing knowledge of special education students' needs and expectations with school staff.	3.667	1.000	2.700	1.059	3.667
40. Sharing knowledge of special education students' needs and expectations with the local community.	4.444	.727	3.700	.823	.958
41. Acquiring knowledge of special education characteristics, handicapping conditions, and the developmental process.	3.556	1.236	2.500	.850	4.295

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 38 (continued)

QUESTIONS	ACTUAL		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
42. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with school staff.	3.889	.928	2.900	.568	1.276
43. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with special education parents.	3.722	1.149	3.200	1.229	1.784
44. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with the community.	4.556	.527	3.800	.919	3.272
45. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with students.	4.000	.866	3.500	.707	1.696
46. Acquiring knowledge of special education assessment procedures.	3.333	1.658	2.700	1.059	9.615*
47. Sharing knowledge of special education assessment procedures with special education parents	3.889	1.364	3.100	1.197	2.309
48. Sharing knowledge of special education assessment procedures with the school staff.	3.778	1.302	2.600	1.075	.526
49. Sharing knowledge of special education assessment procedures with the community.	4.111	1.054	3.300	1.338	7.889*
50. Sharing knowledge of special education assessment procedures with students.	4.429	.787	3.111	1.269	.238
51. Acquiring knowledge of federal and state legislation related to special education students.	4.125	.835	2.800	1.033	.060
52. Sharing knowledge of federal and state legislation related to special education students with special education parents.	4.000	.756	2.900	1.197	.667
53. Sharing knowledge of federal and state legislation related to special education students with regular education teachers.	4.111	.782	2.900	1.197	2.407

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 38 (continued)

QUESTIONS	ACTUAL		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
54. Sharing knowledge of federal and state legisla- tion related to special education students with the community.	4.556	.727	3.500	1.269	5.333
55. Sharing knowledge of federal and state legisla- tion related to special education students with students.	4.500	.756	3.600	.966	3.238

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 39
SPECIAL EDUCATION TEACHERS---DESIRABLE VS. ACTUAL
COUNSELING QUESTIONS

QUESTIONS	DESIRABLE		ACTUAL		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
1. Counseling special education students regarding their academic problems (study skills, scheduling classes, and needed program adjustments.	3.071	.997	4.107	.739	2.4.90
2. Counseling special education students regarding social problems they experience because of their handicap (mental, physical, or emotional).	3.000	.877	4.179	.541	1.153
3. Counseling special education students regarding their vocational and/or career choices	2.286	.995	4.429	.756	.157
4. Counseling special education students to set up behavior management programs or contracts.	3.654	.851	4.857	.363	.028
5. Counseling special education students to develop effective communication skills.	3.846	.689	4.885	.300	.576
6. Counseling special education students to discuss social, educational, or vocational problems.	2.750	1.014	4.143	.535	2.773
7. Counseling special education students with regular education students to discuss social, educational, or vocational problems.	2.786	1.188	4.714	.469	.306
8. Counseling regular education students to discuss their attitudes, feelings, and expectations of special education students.	2.643	1.336	4.846	.376	.109
9. Counseling special education students to discuss their discipline problems.	3.214	.579	4.500	.519	8.333**
10. Counseling special education parents individually or in groups to discuss their feelings and concerns for themselves and their child.	3.143	1.167	4.714	.469	.504

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 40
SPECIAL EDUCATION TEACHERS---DESIRABLE VS. FEASIBLE
COUNSELING QUESTIONS

QUESTIONS	DESIRABLE		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
1. Counseling special education students regarding their academic problems (study skills, scheduling classes, and needed program adjustments.	3.071	.997	3.643	1.082	1.368
2. Counseling special education students regarding social problems they experience because of their handicap (mental, physical, or emotional).	3.000	.877	3.500	.941	10.000**
3. Counseling special education students regarding their vocational and/or career choices	2.286	.995	3.143	1.167	.806
4. Counseling special education students to set up behavior management programs or contracts.	3.654	.851	3.643	1.008	7.922**
5. Counseling special education students to develop effective communication skills.	3.846	.689	4.077	.760	5.350*
6. Counseling special education students to discuss social, educational, or vocational problems.	2.750	1.014	3.571	.756	7.035**
7. Counseling special education students with regular education students to discuss social, educational, or vocational problems.	2.786	1.188	3.536	.796	2.315
8. Counseling regular education students to discuss their attitudes, feelings, and expectations of special education students.	2.643	1.336	3.539	1.266	.996
9. Counseling special education students to discuss their discipline problems.	3.214	.579	4.071	.730	4.565*
10. Counseling special education parents individually or in groups to discuss their feelings and concerns for themselves and their child.	3.143	1.167	4.000	.877	8.032**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 41
SPECIAL EDUCATION TEACHERS---ACTUAL VS. FEASIBLE
COUNSELING QUESTIONS

QUESTIONS	ACTUAL		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
1. Counseling special education students regarding their academic problems (study skills, scheduling classes, and needed program adjustments.	4.107	.739	3.643	1.082	4.886*
2. Counseling special education students regarding social problems they experience because of their handicap (mental, physical, or emotional).	4.179	.541	3.500	.941	2.365
3. Counseling special education students regarding their vocational and/or career choices	4.429	.756	3.143	1.167	.599
4. Counseling special education students to set up behavior management programs or contracts.	4.851	.363	3.643	1.008	2.381
5. Counseling special education students to develop effective communication skills.	4.885	.300	4.077	.760	1.154
6. Counseling special education students to discuss social, educational, or vocational problems.	4.143	.535	3.571	.756	1.000
7. Counseling special education students with regular education students to discuss social, educational, or vocational problems.	4.714	.469	3.536	.796	.238
8. Counseling regular education students to discuss their attitudes, feelings, and expectations of special education students.	4.846	.376	3.539	1.266	.752
9. Counseling special education students to discuss their discipline problems.	4.500	.519	4.071	.730	7.133**
10. Counseling special education parents individually or in groups to discuss their feelings and concerns for themselves and their child.	4.714	.469	4.000	.877	4.638*

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 42
SPECIAL EDUCATION TEACHERS---DESIRABLE VS. ACTUAL
CONSULTING/COORDINATING QUESTIONS

QUESTIONS	DESIRABLE		ACTUAL		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
11. Consulting with special education teacher(s) individually or in groups regarding special education student(s)' program.	3.000	1.109	4.286	.914	2.650
12. Consulting with regular education teacher(s) individually or in groups regarding special education student(s)' program.	3.214	.893	4.607	.626	.028
13. Consulting with regular education teacher(s) and special education teacher(s) together regarding special education student(s)' program.	3.143	1.167	4.571	.514	.722
14. Participating in the observation and evaluation of students referred for special services.	3.143	.864	4.571	.646	.437
15. Providing support for the regular education teacher in implementing a special education student's program	3.286	1.069	4.615	.650	3.308
16. Assisting regular education teachers in identifying their feelings and attitudes about special education students.	3.071	.829	4.857	.363	5.143*
17. Assisting regular education teachers in establishing a behavior management program for special education students.	3.571	.852	4.964	.134	.465
18. Consulting with administrators regarding educational programs of special education students.	3.357	1.082	4.607	.488	1.158
19. Consulting with special education parents regarding the educational program of their child.	3.423	.760	4.615	.506	1.088
20. Coordinating staffings.	3.000	1.569	4.429	.756	.959
21. Coordinating the development of the special education student's IEP.	4.036	.887	4.929	.267	1.527
22. Participating as a member of the staffing team.	1.821	1.030	2.846	.689	.135

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 42 (continued)

QUESTIONS	DESIRABLE		ACTUAL		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
23. Assisting in the development of the IEP.	3.179	1.436	4.885	.300	.199
24. Writing affective goals for the IEP.	3.214	1.424	4.923	.277	.084
25. Maintaining the records on special education students.	3.000	1.301	4.000	1.038	3.542
26. Interpreting special education students' needs to the school staff.	2.846	1.068	4.679	.464	.410
27. Working as an advocate for needs and rights of special education students and/or their parents.	2.286	1.139	4.714	.469	.334
28. Coordinating school's program for special education student(s) with other community resources.	2.643	1.008	4.786	.426	.002

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 43
SPECIAL EDUCATION TEACHERS---DESIRABLE VS. FEASIBLE
CONSULTING/COORDINATING QUESTIONS

QUESTIONS	DESIRABLE		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
11. Consulting with special education teacher(s) individually or in groups regarding special education student(s)' program.	3.000	1.109	3.500	.855	2.968
12. Consulting with regular education teacher(s) individually or in groups regarding special education student(s)' program.	3.214	.893	3.857	.864	1.336
13. Consulting with regular education teacher(s) and special education teacher(s) together regarding special education student(s)' program.	3.143	1.167	3.714	1.069	1.298
14. Participating in the observation and evaluation of students referred for special services.	3.143	.864	3.893	.789	4.775*
15. Providing support for the regular education teacher in implementing a special education student's program	3.286	1.069	3.714	.995	3.420
16. Assisting regular education teachers in identifying their feelings and attitudes about special education students.	3.071	.829	3.500	1.092	7.795**
17. Assisting regular education teachers in establishing a behavior management program for special education students.	3.571	.852	3.714	.995	3.114
18. Consulting with administrators regarding educational programs of special education students.	3.357	1.082	3.643	.929	2.463
19. Consulting with special education parents regarding the educational program of their child.	3.423	.760	3.462	.967	20.736**
20. Coordinating staffings.	3.000	1.569	2.929	1.542	93.750**
21. Coordinating the development of the special education student's IEP.	4.036	.887	4.214	.802	9.813**
22. Participating as a member of the staffing team.	1.821	1.030	2.286	1.069	3.359

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 43 (continued)

QUESTIONS	DESIRABLE		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
23. Assisting in the development of the IEP.	3.179	1.436	4.071	.829	7.721**
24. Writing affective goals for the IEP.	3.214	1.424	4.000	1.177	6.080**
25. Maintaining the records on special education students.	3.000	1.301	3.143	1.292	18.233**
26. Interpreting special education students' needs to the school staff.	2.846	1.068	3.464	1.046	6.376**
27. Working as an advocate for needs and rights of special education students and/or their parents.	2.286	1.139	3.071	1.328	5.597*
28. Coordinating school's program for special education student(s) with other community resources.	2.643	1.008	3.643	.842	3.848*

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 44
SPECIAL EDUCATION TEACHERS---ACTUAL VS. FEASIBLE
CONSULTING/COORDINATING QUESTIONS

QUESTIONS	ACTUAL		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
11. Consulting with special education teacher(s) individually or in groups regarding special education student(s)' program.	4.286	.914	3.500	.855	.688
12. Consulting with regular education teacher(s) individually or in groups regarding special education student(s)' program.	4.607	.626	3.857	.864	1.184
13. Consulting with regular education teacher(s) and special education teacher(s) together regarding special education student(s)' program.	4.571	.514	3.714	1.069	1.565
14. Participating in the observation and evaluation of students referred for special services.	4.571	.646	3.893	.789	1.724
15. Providing support for the regular education teacher in implementing a special education student's program	4.615	.650	3.714	.995	5.308*
16. Assisting regular education teachers in identifying their feelings and attitudes about special education students.	4.857	.363	3.500	1.092	2.893
17. Assisting regular education teachers in establishing a behavior management program for special education students.	4.964	.134	3.714	.995	.204
18. Consulting with administrators regarding educational programs of special education students.	4.607	.488	3.643	.929	6.754**
19. Consulting with special education parents regarding the educational program of their child.	4.615	.506	3.462	.967	.644
20. Coordinating staffings.	4.429	.756	2.929	1.542	1.683
21. Coordinating the development of the special education student's IEP.	4.929	.267	4.214	.802	.884
22. Participating as a member of the staffing team.	2.846	.689	2.286	1.069	1.018

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 44 (continued)

QUESTIONS	ACTUAL		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
23. Assisting in the development of the IEP.	4.885	.300	4.071	.829	2.832
24. Writing affective goals for the IEP.	4.923	.277	4.000	1.177	1.154
25. Maintaining the records on special education students.	4.000	1.038	3.143	1.292	5.625*
26. Interpreting special education students' needs to the school staff.	4.679	.464	3.464	1.0460	.820
27. Working as an advocate for needs and rights of special education students and/or their parents.	4.714	.469	3.071	1.328	.964
28. Coordinating school's program for special education student(s) with other community resources.	4.786	.426	3.643	.842	.531

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 45
SPECIAL EDUCATION TEACHERS---DESIRABLE VS. ACTUAL
INSTRUCTING QUESTIONS

QUESTIONS	DESIRABLE		ACTUAL		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
29. Teaching regular education students about the identification of handicapped populations.	3.214	1.122	5.000	0.000	-----
30. Teaching regular education teachers about the identification of handicapped populations.	3.077	1.188	4.923	.277	.882
31. Conducting teacher in-service programs for regular education teachers dealing with information about special education programs	3.071	1.385	4.929	.267	.626
32. Disseminating information to parents concerning the school's special education program.	2.714	1.267	4.571	.646	1.835
33. Disseminating information to parents concerning available resources outside the school.	2.286	1.069	4.179	.541	1.884
34. Explaining to special education parents academically related activities they can use with their child.	3.214	1.369	4.821	.541	2.380
35. Teaching special education parents behavior management techniques.	2.857	1.292	4.929	.267	.831
36. Teaching special education parents discipline techniques.	3.071	1.328	5.000	0.000	-----
37. Acquiring knowledge of special education students' needs and expectations.	1.857	1.232	4.107	.739	3.756
38. Sharing knowledge of special education students' needs and expectations with parents.	2.714	1.267	4.308	.630	1.477
39. Sharing knowledge of special education students' needs and expectations with school staff.	2.857	1.100	4.231	.725	1.522
40. Sharing knowledge of special education students' needs and expectations with the local community.	3.464	1.365	4.846	.376	.179
41. Acquiring knowledge of special education characteristics, handicapping conditions, and the developmental process.	1.714	1.139	3.923	.641	1.096

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 45 (continued)

QUESTIONS	DESIRABLE		ACTUAL		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
42. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with school staff.	2.929	1.141	4.577	.494	.593
43. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with special education parents.	3.214	.975	4.786	.426	1.225
44. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with the community.	3.214	1.311	4.929	.267	.368
45. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with students.	3.250	1.282	4.923	.277	7.317*
46. Acquiring knowledge of special education assessment procedures.	2.143	1.167	4.286	.611	.637
47. Sharing knowledge of special education assessment procedures with special education parents	2.929	1.385	4.643	.497	2.382
48. Sharing knowledge of special education assessment procedures with the school staff.	2.714	1.267	4.462	.660	.165
49. Sharing knowledge of special education assessment procedures with the community.	3.321	1.353	4.929	.267	.255
50. Sharing knowledge of special education assessment procedures with students.	3.143	1.406	4.607	.488	.003
51. Acquiring knowledge of federal and state legislation related to special education students.	2.214	1.528	4.429	.756	3.405
52. Sharing knowledge of federal and state legislation related to special education students with special education parents.	2.786	1.122	4.714	.469	.345
53. Sharing knowledge of federal and state legislation related to special education students with regular education teachers.	2.429	1.284	4.714	.469	1.642

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 45 (continued)

QUESTIONS	DESIRABLE		ACTUAL		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
54. Sharing knowledge of federal and state legisla- tion related to special education students with the community.	2.929	1.385	4.821	.373	.127
55. Sharing knowledge of federal and state legisla- tion related to special education students with students.	3.286	1.490	4.857	.363	.045

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 46
SPECIAL EDUCATION TEACHERS---DESIRABLE VS. FEASIBLE
INSTRUCTING QUESTIONS

QUESTIONS	DESIRABLE		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
29. Teaching regular education students about the identification of handicapped populations.	3.214	1.122	3.571	.938	.971
30. Teaching regular education teachers about the identification of handicapped populations.	3.077	1.188	3.615	.768	1.655
31. Conducting teacher in-service programs for regular education teachers dealing with information about special education programs	3.071	1.385	3.714	.995	1.158
32. Disseminating information to parents concerning the school's special education program.	2.714	1.267	3.643	.842	.685
33. Disseminating information to parents concerning available resources outside the school.	2.286	1.069	3.393	1.077	.836
34. Explaining to special education parents academically related activities they can use with their child.	3.214	1.369	3.714	1.267	3.489
35. Teaching special education parents behavior management techniques.	2.857	1.292	3.786	3.876	1.122
36. Teaching special education parents discipline techniques.	3.071	1.328	4.000	1.109	3.594*
37. Acquiring knowledge of special education students' needs and expectations.	1.857	1.232	2.571	1.284	1.782
38. Sharing knowledge of special education students' needs and expectations with parents.	2.714	1.267	3.429	1.089	5.180*
39. Sharing knowledge of special education students' needs and expectations with school staff.	2.857	1.100	3.286	.995	3.515*
40. Sharing knowledge of special education students' needs and expectations with the local community.	3.464	1.365	3.857	1.100	6.532**
41. Acquiring knowledge of special education characteristics, handicapping conditions, and the developmental process.	1.714	1.139	2.714	1.326	2.060

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 46 (continued)

QUESTIONS	DESIRABLE		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
42. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with school staff.	2.929	1.141	3.143	.949	5.912**
43. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with special education parents.	3.214	.975	3.429	.646	5.278*
44. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with the community.	3.214	1.311	3.571	1.158	3.064
45. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with students.	3.250	1.282	3.539	.967	15.198**
46. Acquiring knowledge of special education assessment procedures.	2.143	1.167	2.857	1.232	4.682*
47. Sharing knowledge of special education assessment procedures with special education parents	2.929	1.385	3.286	.995	1.461
48. Sharing knowledge of special education assessment procedures with the school staff.	2.714	1.267	3.231	.927	6.800**
49. Sharing knowledge of special education assessment procedures with the community.	3.321	1.353	4.071	.917	1.067
50. Sharing knowledge of special education assessment procedures with students.	3.143	1.406	3.821	.823	.848
51. Acquiring knowledge of federal and state legislation related to special education students.	2.214	1.528	2.714	1.204	6.080**
52. Sharing knowledge of federal and state legislation related to special education students with special education parents.	2.786	1.122	3.429	1.089	4.207*
53. Sharing knowledge of federal and state legislation related to special education students with regular education teachers.	2.429	1.284	3.286	.995	3.777*

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 46 (continued)

QUESTIONS	DESIRABLE		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
54. Sharing knowledge of federal and state legislation related to special education students with the community.	2.929	1.385	3.714	.914	4.457*
55. Sharing knowledge of federal and state legislation related to special education students with students.	3.286	1.490	3.857	.864	1.794

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 47
SPECIAL EDUCATION TEACHERS---ACTUAL VS. FEASIBLE
INSTRUCTING QUESTIONS

QUESTIONS	ACTUAL		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
29. Teaching regular education students about the identification of handicapped populations.	5.000	0.000	3.571	.938	-----
30. Teaching regular education teachers about the identification of handicapped populations.	4.923	.277	3.615	.768	.385
31. Conducting teacher in-service programs for regular education teachers dealing with information about special education programs	4.929	.267	3.714	.995	.381
32. Disseminating information to parents concerning the school's special education program.	4.571	.646	3.643	.842	.658
33. Disseminating information to parents concerning available resources outside the school.	4.179	.541	3.393	1.077	43.393**
34. Explaining to special education parents academically related activities they can use with their child.	4.821	.541	3.714	1.267	43.393**
35. Teaching special education parents behavior management techniques.	4.929	.267	3.786	1.122	.536
36. Teaching special education parents discipline techniques.	5.000	0.000	4.000	1.109	-----
37. Acquiring knowledge of special education students' needs and expectations.	4.107	.739	2.571	1.284	1.355
38. Sharing knowledge of special education students' needs and expectations with parents.	4.308	.630	3.429	1.089	3.294
39. Sharing knowledge of special education students' needs and expectations with school staff.	4.231	.725	3.286	.995	.639
40. Sharing knowledge of special education students' needs and expectations with the local community.	4.846	.376	3.857	1.100	1.346
41. Acquiring knowledge of special education characteristics, handicapping conditions, and the developmental process.	3.923	.641	2.714	1.326	.840

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 47 (continued)

QUESTIONS	ACTUAL		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
42. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with school staff.	4.577	.494	3.143	.949	.692
43. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with special education parents.	4.786	.426	3.429	.646	.123
44. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with the community.	4.929	.267	3.571	1.158	.362
45. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with students.	4.923	.277	3.539	.967	2.538
46. Acquiring knowledge of special education assessment procedures.	4.286	.611	2.857	1.232	2.121
47. Sharing knowledge of special education assessment procedures with special education parents	4.643	.497	3.286	.995	.448
48. Sharing knowledge of special education assessment procedures with the school staff.	4.462	.660	3.231	.927	.513
49. Sharing knowledge of special education assessment procedures with the community.	4.929	.267	4.071	.917	.381
50. Sharing knowledge of special education assessment procedures with students.	4.607	.488	3.821	.823	.984
51. Acquiring knowledge of federal and state legislation related to special education students.	4.429	.756	2.714	1.204	4.095*
52. Sharing knowledge of federal and state legislation related to special education students with special education parents.	4.714	.469	3.429	1.089	.429
53. Sharing knowledge of federal and state legislation related to special education students with regular education teachers.	4.714	.469	3.286	.995	.912

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 47 (continued)

QUESTIONS	ACTUAL		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
54. Sharing knowledge of federal and state legislation related to special education students with the community.	4.821	.373	3.714	.914	.424
55. Sharing knowledge of federal and state legislation related to special education students with students.	4.857	.363	3.857	.864	.667

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 48
MIDDLE SCHOOL POPULATION---DESIRABLE VS. ACTUAL
COUNSELING QUESTIONS

QUESTIONS	DESIRABLE		ACTUAL		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
1. Counseling special education students regarding their academic problems (study skills, scheduling classes, and needed program adjustments).	3.409	1.008	4.023	.879	7.566**
2. Counseling special education students regarding social problems they experience because of their handicap (mental, physical, or emotional).	3.046	.999	3.818	.958	2.724
3. Counseling special education students regarding their vocational and/or career choices	2.773	1.412	4.091	.921	1.946
4. Counseling special education students to set up behavior management programs or contracts.	3.886	1.234	4.591	.796	2.272
5. Counseling special education students to develop effective communication skills.	3.857	.655	4.429	.598	.890
6. Counseling special education students to discuss social, educational, or vocational problems.	2.796	1.120	3.727	.935	1.166
7. Counseling special education students with regular education students to discuss social, educational, or vocational problems.	3.048	.974	3.952	1.161	5.476**
8. Counseling regular education students to discuss their attitudes, feelings, and expectations of special education students.	2.773	1.193	4.095	.944	.346
9. Counseling special education students to discuss their discipline problems.	3.364	.902	4.000	.775	2.457
10. Counseling special education parents individually or in groups to discuss their feelings and concerns for themselves and their child.	3.455	.912	4.250	.870	2.417

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 49
MIDDLE SCHOOL POPULATION---DESIRABLE VS. FEASIBLE
COUNSELING QUESTIONS

QUESTIONS	DESIRABLE		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
1. Counseling special education students regarding their academic problems (study skills, scheduling classes, and needed program adjustments.	3.409	1.008	3.636	.902	4.748**
2. Counseling special education students regarding social problems they experience because of their handicap (mental, physical, or emotional).	3.046	.999	3.273	.935	8.791**
3. Counseling special education students regarding their vocational and/or career choices	2.773	1.412	3.409	1.721	2.748
4. Counseling special education students to set up behavior management programs or contracts.	3.886	1.234	4.000	.976	8.142**
5. Counseling special education students to develop effective communication skills.	3.857	.655	3.952	.590	1.062
6. Counseling special education students to discuss social, educational, or vocational problems.	2.796	1.120	3.455	.912	2.629
7. Counseling special education students with regular education students to discuss social, educational, or vocational problems.	3.048	.974	3.691	1.078	7.231**
8. Counseling regular education students to discuss their attitudes, feelings, and expectations of special education students.	2.773	1.193	3.571	1.028	.539
9. Counseling special education students to discuss their discipline problems.	3.364	.902	3.762	.831	4.914**
10. Counseling special education parents individually or in groups to discuss their feelings and concerns for themselves and their child.	3.455	.912	3.886	.950	3.501*

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 50
MIDDLE SCHOOL POPULATION---ACTUAL VS. FEASIBLE
COUNSELING QUESTIONS

QUESTIONS	ACTUAL		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
1. Counseling special education students regarding their academic problems (study skills, scheduling classes, and needed program adjustments.	4.023	.879	3.636	.902	15.425**
2. Counseling special education students regarding social problems they experience because of their handicap (mental, physical, or emotional).	3.818	.958	3.273	.935	3.326*
3. Counseling special education students regarding their vocational and/or career choices	4.091	.921	3.409	1.721	2.412
4. Counseling special education students to set up behavior management programs or contracts.	4.591	.796	4.000	.976	7.046**
5. Counseling special education students to develop effective communication skills.	4.429	.598	3.952	.590	2.842
6. Counseling special education students to discuss social, educational, or vocational problems.	3.727	.935	3.455	.912	4.749**
7. Counseling special education students with regular education students to discuss social, educational, or vocational problems.	3.952	1.161	3.691	1.078	15.081**
8. Counseling regular education students to discuss their attitudes, feelings, and expectations of special education students.	4.095	.944	3.571	1.028	4.605*
9. Counseling special education students to discuss their discipline problems.	4.000	.775	3.762	.831	10.083**
10. Counseling special education parents individually or in groups to discuss their feelings and concerns for themselves and their child.	4.250	.870	3.886	.950	7.437**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 51
MIDDLE SCHOOL POPULATION---DESIRABLE VS. ACTUAL
CONSULTING/COORDINATING QUESTIONS

QUESTIONS	DESIRABLE		ACTUAL		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
11. Consulting with special education teacher(s) individually or in groups regarding special education student(s)' program.	3.364	1.049	4.068	.904	6.336**
12. Consulting with regular education teacher(s) individually or in groups regarding special education student(s)' program.	3.136	1.125	4.023	.982	4.636**
13. Consulting with regular education teacher(s) and special education teacher(s) together regarding special education student(s)' program.	3.227	1.066	3.932	.980	2.713
14. Participating in the observation and evaluation of students referred for special services.	3.000	1.234	3.568	1.198	6.501**
15. Providing support for the regular education teacher in implementing a special education student's program	3.455	.858	4.262	.768	2.814
16. Assisting regular education teachers in identifying their feelings and attitudes about special education students.	3.318	1.323	4.227	1.020	4.424*
17. Assisting regular education teachers in establishing a behavior management program for special education students.	3.714	.956	4.667	.577	.280
18. Consulting with administrators regarding educational programs of special education students.	3.455	1.057	4.023	1.118	8.776**
19. Consulting with special education parents regarding the educational program of their child.	3.636	1.002	4.341	.714	7.773**
20. Coordinating staffings.	3.182	1.532	3.727	1.316	4.140*
21. Coordinating the development of the special education student's IEP.	4.386	.999	4.818	.395	8.617**
22. Participating as a member of the staffing team.	2.250	1.325	2.636	1.255	5.598**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 51 (continued)

QUESTIONS	DESIRABLE		ACTUAL		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
23. Assisting in the development of the IEP.	4.114	.872	4.455	.785	7.913**
24. Writing affective goals for the IEP.	4.182	1.097	4.727	.551	4.430*
25. Maintaining the records on special education students.	3.864	1.356	4.143	1.195	22.286**
26. Interpreting special education students' needs to the school staff.	3.191	1.289	4.182	.853	3.350
27. Working as an advocate for needs and rights of special education students and/or their parents.	3.091	1.342	3.977	1.180	1.819
28. Coordinating school's program for special education student(s) with other community resources.	3.636	1.136	4.500	.592	.550

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 52
MIDDLE SCHOOL POPULATION---DESIRABLE VS. FEASIBLE
CONSULTING/COORDINATING QUESTIONS

QUESTIONS	DESIRABLE		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
11. Consulting with special education teacher(s) individually or in groups regarding special education student(s)' program.	3.364	1.049	3.546	.858	9.470**
12. Consulting with regular education teacher(s) individually or in groups regarding special education student(s)' program.	3.136	1.125	3.455	1.057	7.051**
13. Consulting with regular education teacher(s) and special education teacher(s) together regarding special education student(s)' program.	3.227	1.066	3.364	1.093	2.322
14. Participating in the observation and evaluation of students referred for special services.	3.000	1.234	3.182	1.259	58.519**
15. Providing support for the regular education teacher in implementing a special education student's program	3.455	.858	3.682	.839	7.540**
16. Assisting regular education teachers in identifying their feelings and attitudes about special education students.	3.318	1.323	3.364	1.399	22.930**
17. Assisting regular education teachers in establishing a behavior management program for special education students.	3.714	.956	3.714	1.007	9.085**
18. Consulting with administrators regarding educational programs of special education students.	3.455	1.057	3.546	1.057	22.720**
19. Consulting with special education parents regarding the educational program of their child.	3.636	1.002	3.591	1.098	9.903**
20. Coordinating staffings.	3.182	1.532	2.864	1.390	3.994*
21. Coordinating the development of the special education student's IEP.	4.386	.999	4.318	1.086	26.765**
22. Participating as a member of the staffing team.	2.250	1.325	2.318	1.249	41.074**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 52 (continued)

QUESTIONS	DESIRABLE		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
23. Assisting in the development of the IEP.	4.114	.872	4.091	1.019	8.141**
24. Writing affective goals for the IEP.	4.182	1.097	4.182	1.259	6.404**
25. Maintaining the records on special education students.	3.864	1.356	3.857	1.315	57.074**
26. Interpreting special education students' needs to the school staff.	3.191	1.289	3.432	1.198	25.781**
27. Working as an advocate for needs and rights of special education students and/or their parents.	3.091	1.342	3.136	1.283	15.402**
28. Coordinating school's program for special education student(s) with other community resources.	3.636	1.136	3.952	.740	16.000**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 53
MIDDLE SCHOOL POPULATION---ACTUAL VS. FEASIBLE
CONSULTING/COORDINATING QUESTIONS

QUESTIONS	ACTUAL		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
11. Consulting with special education teacher(s) individually or in groups regarding special education student(s)' program.	4.068	.904	3.546	.858	12.291**
12. Consulting with regular education teacher(s) individually or in groups regarding special education student(s)' program.	4.023	.982	3.455	1.057	13.394**
13. Consulting with regular education teacher(s) and special education teacher(s) together regarding special education student(s)' program.	3.932	.980	3.364	1.093	1.513
14. Participating in the observation and evaluation of students referred for special services.	3.568	1.198	3.182	1.259	10.428**
15. Providing support for the regular education teacher in implementing a special education student's program	4.262	.768	3.682	.839	4.775**
16. Assisting regular education teachers in identifying their feelings and attitudes about special education students.	4.227	1.020	3.364	1.399	4.905**
17. Assisting regular education teachers in establishing a behavior management program for special education students.	4.667	.577	3.714	1.007	1.061
18. Consulting with administrators regarding educational programs of special education students.	4.023	1.118	3.546	1.057	33.113**
19. Consulting with special education parents regarding the educational program of their child.	4.341	.714	3.591	1.098	2.588
20. Coordinating staffings.	3.727	1.316	2.864	1.390	2.119
21. Coordinating the development of the special education student's IEP.	4.818	.395	4.318	1.086	7.861**
22. Participating as a member of the staffing team.	2.636	1.255	2.318	1.249	10.364**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 53 (continued)

QUESTIONS	ACTUAL		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
23. Assisting in the development of the IEP.	4.455	.785	4.091	1.019	4.909**
24. Writing affective goals for the IEP.	4.727	.551	4.182	1.259	8.318**
25. Maintaining the records on special education students.	4.143	1.195	3.857	1.315	24.933**
26. Interpreting special education students' needs to the school staff.	4.182	.853	3.432	1.198	5.847**
27. Working as an advocate for needs and rights of special education students and/or their parents.	3.977	1.180	3.136	1.283	3.529*
28. Coordinating school's program for special education student(s) with other community resources.	4.500	.592	3.952	.740	2.267

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 54
MIDDLE SCHOOL POPULATION---DESIRABLE VS. ACTUAL
INSTRUCTING QUESTIONS

QUESTIONS	DESIRABLE		ACTUAL		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
29. Teaching regular education students about the identification of handicapped populations.	3.636	1.498	4.409	1.098	2.797
30. Teaching regular education teachers about the identification of handicapped populations.	3.636	1.399	4.318	1.129	2.421
31. Conducting teacher in-service programs for regular education teachers dealing with information about special education programs	3.864	1.390	4.591	.959	1.871
32. Disseminating information to parents concerning the school's special education program.	3.455	1.405	3.952	1.244	10.159**
33. Disseminating information to parents concerning available resources outside the school.	2.909	1.231	3.614	1.112	1.869
34. Explaining to special education parents academically related activities they can use with their child.	3.727	1.316	4.452	.921	3.528*
35. Teaching special education parents behavior management techniques.	3.636	1.255	4.619	.590	1.403
36. Teaching special education parents discipline techniques.	3.500	1.300	4.667	.577	.291
37. Acquiring knowledge of special education students' needs and expectations.	2.818	1.259	3.762	.995	4.490**
38. Sharing knowledge of special education students' needs and expectations with parents.	3.238	1.261	3.925	1.079	9.525**
39. Sharing knowledge of special education students' needs and expectations with school staff.	2.909	1.306	3.595	1.136	6.473**
40. Sharing knowledge of special education students' needs and expectations with the local community.	4.091	1.019	4.643	.573	6.718**
41. Acquiring knowledge of special education characteristics, handicapping conditions, and the developmental process.	2.455	1.299	3.333	1.278	6.284**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 54 (continued)

QUESTIONS	DESIRABLE		ACTUAL		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
42. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with school staff.	3.091	1.269	4.000	1.049	4.294*
43. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with special education parents.	3.364	1.217	4.023	1.200	13.368**
44. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with the community.	4.091	1.109	4.727	.456	4.492*
45. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with students.	3.364	1.136	4.143	1.108	9.472**
46. Acquiring knowledge of special education assessment procedures.	2.682	1.287	3.500	1.406	4.929**
47. Sharing knowledge of special education assessment procedures with special education parents	3.182	1.500	3.886	1.397	5.300**
48. Sharing knowledge of special education assessment procedures with the school staff.	3.000	1.480	3.818	1.368	3.057
49. Sharing knowledge of special education assessment procedures with the community.	3.864	1.424	4.682	.780	.825
50. Sharing knowledge of special education assessment procedures with students.	3.300	1.418	4.316	1.003	1.483
51. Acquiring knowledge of federal and state legislation related to special education students.	2.857	1.276	4.075	1.055	1.460
52. Sharing knowledge of federal and state legislation related to special education students with special education parents.	3.409	1.403	4.381	.865	.775
53. Sharing knowledge of federal and state legislation related to special education students with regular education teachers.	3.273	1.486	4.318	1.041	2.402

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 54 (continued)

QUESTIONS	DESIRABLE		ACTUAL		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
54. Sharing knowledge of federal and state legislation related to special education students with the community.	4.000	1.345	4.818	.395	.162
55. Sharing knowledge of federal and state legislation related to special education students with students.	3.864	1.167	4.762	.436	.049

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 55
MIDDLE SCHOOL POPULATION---DESIRABLE VS. FEASIBLE
INSTRUCTING QUESTIONS

QUESTIONS	DESIRABLE		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
29. Teaching regular education students about the identification of handicapped populations.	3.636	1.498	3.818	1.368	50.582**
30. Teaching regular education teachers about the identification of handicapped populations.	3.636	1.399	3.773	1.270	24.497**
31. Conducting teacher in-service programs for regular education teachers dealing with information about special education programs	3.864	1.390	3.909	1.306	-----
32. Disseminating information to parents concerning the school's special education program.	3.455	1.405	3.810	1.250	13.673**
33. Disseminating information to parents concerning available resources outside the school.	2.909	1.231	3.205	1.008	5.850**
34. Explaining to special education parents academically related activities they can use with their child.	3.727	1.316	3.905	1.179	35.752**
35. Teaching special education parents behavior management techniques.	3.636	1.255	3.905	.995	11.907**
36. Teaching special education parents discipline techniques.	3.500	1.300	3.905	1.221	17.581**
37. Acquiring knowledge of special education students' needs and expectations.	2.818	1.259	3.000	1.234	6.769**
38. Sharing knowledge of special education students' needs and expectations with parents.	3.238	1.261	3.571	1.248	16.945**
39. Sharing knowledge of special education students' needs and expectations with school staff.	2.909	1.306	3.046	1.253	31.270**
40. Sharing knowledge of special education students' needs and expectations with the local community.	4.091	1.019	4.227	1.020	46.500**
41. Acquiring knowledge of special education characteristics, handicapping conditions, and the developmental process.	2.455	1.299	2.818	1.181	12.614**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 55 (continued)

QUESTIONS	DESIRABLE		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
42. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with school staff.	3.091	1.269	3.182	1.097	49.648**
43. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with special education parents.	3.364	1.217	3.364	1.136	93.114**
44. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with the community.	4.091	1.109	4.318	.894	10.025**
45. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with students.	3.364	1.136	3.524	.981	93.088**
46. Acquiring knowledge of special education assessment procedures.	2.682	1.287	2.955	1.214	21.830**
47. Sharing knowledge of special education assessment procedures with special education parents	3.182	1.500	3.409	1.368	37.317**
48. Sharing knowledge of special education assessment procedures with the school staff.	3.000	1.480	3.227	1.343	38.740**
49. Sharing knowledge of special education assessment procedures with the community.	3.864	1.424	4.227	1.110	6.346**
50. Sharing knowledge of special education assessment procedures with students.	3.300	1.418	3.750	1.118	8.707**
51. Acquiring knowledge of federal and state legislation related to special education students.	2.857	1.276	3.095	1.179	19.360**
52. Sharing knowledge of federal and state legislation related to special education students with special education parents.	3.409	1.403	3.591	1.368	33.689**
53. Sharing knowledge of federal and state legislation related to special education students with regular education teachers.	3.273	1.486	3.409	1.403	46.600**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 55 (continued)

QUESTIONS	DESIRABLE		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
54. Sharing knowledge of federal and state legislation related to special education students with the community.	4.000	1.345	4.318	.995	14.033**
55. Sharing knowledge of federal and state legislation related to special education students with students.	3.864	1.167	4.273	.737	26.239**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 56
MIDDLE SCHOOL POPULATION---ACTUAL VS. FEASIBLE
INSTRUCTING QUESTIONS

QUESTIONS	ACTUAL		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
29. Teaching regular education students about the identification of handicapped populations.	4.409	1.098	3.818	1.368	4.189*
30. Teaching regular education teachers about the identification of handicapped populations.	4.318	1.129	3.773	1.270	12.733**
31. Conducting teacher in-service programs for regular education teachers dealing with information about special education programs	4.591	.959	3.909	1.306	2.480
32. Disseminating information to parents concerning the school's special education program.	3.952	1.244	3.810	1.250	22.531**
33. Disseminating information to parents concerning available resources outside the school.	3.614	1.112	3.205	1.008	3.943*
34. Explaining to special education parents academically related activities they can use with their child.	4.452	.921	3.905	1.179	29.506**
35. Teaching special education parents behavior management techniques.	4.619	.590	3.905	.995	2.178
36. Teaching special education parents discipline techniques.	4.667	.577	3.905	1.221	4.504*
37. Acquiring knowledge of special education students' needs and expectations.	3.762	.995	3.000	1.234	3.314*
38. Sharing knowledge of special education students' needs and expectations with parents.	3.925	1.079	3.571	1.248	8.606**
39. Sharing knowledge of special education students' needs and expectations with school staff.	3.595	1.136	3.046	1.253	9.342**
40. Sharing knowledge of special education students' needs and expectations with the local community.	4.643	.573	4.227	1.020	8.617**
41. Acquiring knowledge of special education characteristics, handicapping conditions, and the developmental process.	3.333	1.278	2.818	1.181	43.932**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 56 (continued)

QUESTIONS	ACTUAL		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
42. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with school staff.	4.000	1.049	3.182	1.097	9.355**
43. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with special education parents.	4.023	1.200	3.364	1.136	12.714**
44. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with the community.	4.727	.456	4.318	.894	6.084**
45. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with students.	4.143	1.108	3.524	.981	7.233**
46. Acquiring knowledge of special education assessment procedures.	3.500	1.406	2.955	1.214	19.665**
47. Sharing knowledge of special education assessment procedures with special education parents	3.886	1.397	3.409	1.368	23.240**
48. Sharing knowledge of special education assessment procedures with the school staff.	3.818	1.368	3.227	1.343	5.606**
49. Sharing knowledge of special education assessment procedures with the community.	4.682	.780	4.227	1.110	36.463**
50. Sharing knowledge of special education assessment procedures with students.	4.316	1.003	3.750	1.118	15.891**
51. Acquiring knowledge of federal and state legislation related to special education students.	4.075	1.055	3.095	1.179	2.234
52. Sharing knowledge of federal and state legislation related to special education students with special education parents.	4.381	.865	3.591	1.368	6.253**
53. Sharing knowledge of federal and state legislation related to special education students with regular education teachers.	4.318	1.041	3.409	1.403	2.986*

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 56 (continued)

QUESTIONS	ACTUAL		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
54. Sharing knowledge of federal and state legisla- tion related to special education students with the community.	4.818	.395	4.318	.995	2.868
55. Sharing knowledge of federal and state legisla- tion related to special education students with students.	4.762	.436	4.273	.737	3.857*

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 57
HIGH SCHOOL POPULATION---DESIRABLE VS. ACTUAL
COUNSELING QUESTIONS

QUESTIONS	DESIRABLE		ACTUAL		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
1. Counseling special education students regarding their academic problems (study skills, scheduling classes, and needed program adjustments).	3.000	1.000	3.645	1.082	8.692**
2. Counseling special education students regarding social problems they experience because of their handicap (mental, physical, or emotional).	3.061	.864	3.807	.823	3.681*
3. Counseling special education students regarding their vocational and/or career choices	2.758	1.001	4.065	.892	1.800
4. Counseling special education students to set up behavior management programs or contracts.	3.594	1.188	4.452	.810	13.020**
5. Counseling special education students to develop effective communication skills.	3.818	.917	4.468	.763	11.120**
6. Counseling special education students to discuss social, educational, or vocational problems.	3.121	1.083	3.936	.727	4.960**
7. Counseling special education students with regular education students to discuss social, educational, or vocational problems.	3.091	1.308	4.419	.886	2.324
8. Counseling regular education students to discuss their attitudes, feelings, and expectations of special education students.	3.000	1.146	4.452	.723	1.501
9. Counseling special education students to discuss their discipline problems.	3.485	1.064	4.452	.624	1.507
10. Counseling special education parents individually or in groups to discuss their feelings and concerns for themselves and their child.	3.152	1.228	4.452	.675	.922

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 58
HIGH SCHOOL POPULATION---DESIRABLE VS. ACTUAL
COUNSELING QUESTIONS

QUESTIONS	DESIRABLE		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
1. Counseling special education students regarding their academic problems (study skills, scheduling classes, and needed program adjustments.	3.000	1.000	3.219	1.039	6.288**
2. Counseling special education students regarding social problems they experience because of their handicap (mental, physical, or emotional).	3.061	.864	3.375	.793	7.730**
3. Counseling special education students regarding their vocational and/or career choices	2.758	1.001	3.281	.958	4.177*
4. Counseling special education students to set up behavior management programs or contracts.	3.594	1.188	3.781	1.099	12.894**
5. Counseling special education students to develop effective communication skills.	3.818	.917	4.000	.762	47.229**
6. Counseling special education students to discuss social, educational, or vocational problems.	3.121	1.083	3.438	.759	7.238**
7. Counseling special education students with regular education students to discuss social, educational, or vocational problems.	3.091	1.308	3.563	.948	14.722**
8. Counseling regular education students to discuss their attitudes, feelings, and expectations of special education students.	3.000	1.146	3.594	.979	5.351**
9. Counseling special education students to discuss their discipline problems.	3.485	1.064	4.031	.822	8.391**
10. Counseling special education parents individually or in groups to discuss their feelings and concerns for themselves and their child.	3.152	1.228	3.906	.777	24.464**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 59
HIGH SCHOOL POPULATION---ACTUAL VS. FEASIBLE
COUNSELING QUESTIONS

QUESTIONS	ACTUAL		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
1. Counseling special education students regarding their academic problems (study skills, scheduling classes, and needed program adjustments.	3.645	1.082	3.219	1.039	19.002**
2. Counseling special education students regarding social problems they experience because of their handicap (mental, physical, or emotional).	3.807	.823	3.375	.793	7.643**
3. Counseling special education students regarding their vocational and/or career choices	4.065	.892	3.281	.958	3.272*
4. Counseling special education students to set up behavior management programs or contracts.	4.452	.810	3.781	1.099	5.261**
5. Counseling special education students to develop effective communication skills.	4.468	.763	4.000	.762	14.134**
6. Counseling special education students to discuss social, educational, or vocational problems.	3.936	.727	3.438	.759	8.327**
7. Counseling special education students with regular education students to discuss social, educational, or vocational problems.	4.419	.886	3.563	.948	7.018**
8. Counseling regular education students to discuss their attitudes, feelings, and expectations of special education students.	4.452	.723	3.594	.979	3.645*
9. Counseling special education students to discuss their discipline problems.	4.452	.644	4.031	.822	5.668**
10. Counseling special education parents individually or in groups to discuss their feelings and concerns for themselves and their child.	4.452	.675	3.906	.777	4.585*

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 60

HIGH SCHOOL POPULATION---DESIRABLE VS. ACTUAL
CONSULTING/COORDINATING QUESTIONS

QUESTIONS	DESIRABLE		ACTUAL		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
11. Consulting with special education teacher(s) individually or in groups regarding special education student(s)' program.	2.424	1.091	3.581	1.336	4.582**
12. Consulting with regular education teacher(s) individually or in groups regarding special education student(s)' program.	2.939	1.088	4.113	1.014	2.423
13. Consulting with regular education teacher(s) and special education teacher(s) together regarding special education student(s)' program.	2.788	1.193	3.807	1.196	4.802**
14. Participating in the observation and evaluation of students referred for special services.	3.242	1.200	4.387	1.022	5.348**
15. Providing support for the regular education teacher in implementing a special education student's program	3.281	1.198	4.117	.874	5.438**
16. Assisting regular education teachers in identifying their feelings and attitudes about special education students.	3.094	1.174	4.226	1.175	3.309*
17. Assisting regular education teachers in establishing a behavior management program for special education students.	3.563	1.162	4.661	.746	1.724
18. Consulting with administrators regarding educational programs of special education students.	3.188	1.148	4.097	.908	4.037*
19. Consulting with special education parents regarding the educational program of their child.	3.339	.870	4.138	.743	4.247*
20. Coordinating staffings.	3.031	1.356	4.065	1.063	4.761**
21. Coordinating the development of the special education student's IEP.	3.788	1.083	4.581	.720	4.402**
22. Participating as a member of the staffing team.	1.750	.984	2.276	1.032	4.275**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 60 (continued)

QUESTIONS	DESIRABLE		ACTUAL		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
23. Assisting in the development of the IEP.	2.879	1.269	4.133	1.306	2.814*
24. Writing affective goals for the IEP.	3.273	1.232	4.500	.861	2.898*
25. Maintaining the records on special education students.	3.000	1.250	3.710	1.244	5.773**
26. Interpreting special education students' needs to the school staff.	3.000	1.155	4.121	.942	4.618**
27. Working as an advocate for needs and rights of special education students and/or their parents.	2.818	1.158	4.226	.845	.546
28. Coordinating school's program for special education student(s) with other community resources.	3.182	1.236	4.484	.811	2.028

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 61
HIGH SCHOOL POPULATION---DESIRABLE VS. FEASIBLE
CONSULTING/COORDINATING QUESTIONS

QUESTIONS	DESIRABLE		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
11. Consulting with special education teacher(s) individually or in groups regarding special education student(s)' program.	2.424	1.091	2.875	1.129	22.192**
12. Consulting with regular education teacher(s) individually or in groups regarding special education student(s)' program.	2.939	1.088	3.500	.984	7.068**
13. Consulting with regular education teacher(s) and special education teacher(s) together regarding special education student(s)' program.	2.788	1.193	3.406	1.103	7.681**
14. Participating in the observation and evaluation of students referred for special services.	3.242	1.200	3.953	.987	13.571**
15. Providing support for the regular education teacher in implementing a special education student's program	3.281	1.198	3.469	1.016	14.352**
16. Assisting regular education teachers in identifying their feelings and attitudes about special education students.	3.094	1.174	3.406	1.073	20.070**
17. Assisting regular education teachers in establishing a behavior management program for special education students.	3.563	1.162	3.719	.958	18.038**
18. Consulting with administrators regarding educational programs of special education students.	3.188	1.148	3.500	.984	9.794**
19. Consulting with special education parents regarding the educational program of their child.	3.339	.870	3.581	.672	21.128**
20. Coordinating staffings.	3.031	1.356	3.281	1.326	37.192**
21. Coordinating the development of the special education student's IEP.	3.788	1.083	3.938	.948	38.862**
22. Participating as a member of the staffing team.	1.750	.984	2.000	1.000	11.367**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 61 (continued)

QUESTIONS	DESIRABLE		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
23. Assisting in the development of the IEP.	2.879	1.269	3.387	1.230	10.757**
24. Writing affective goals for the IEP.	3.273	1.232	3.688	.965	17.144**
25. Maintaining the records on special education students.	3.000	1.250	3.031	1.204	13.489**
26. Interpreting special education students' needs to the school staff.	3.000	1.155	3.267	.907	9.405**
27. Working as an advocate for needs and rights of special education students and/or their parents.	2.818	1.158	3.375	1.008	14.402**
28. Coordinating school's program for special education student(s) with other community resources.	3.182	1.236	3.781	1.008	26.449**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 62
HIGH SCHOOL POPULATION---ACTUAL VS. FEASIBLE
CONSULTING/COORDINATING QUESTIONS

QUESTIONS	ACTUAL		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
11. Consulting with special education teacher(s) individually or in groups regarding special education student(s)' program.	3.581	1.336	2.875	1.129	5.102**
12. Consulting with regular education teacher(s) individually or in groups regarding special education student(s)' program.	4.113	1.014	3.500	.984	2.865*
13. Consulting with regular education teacher(s) and special education teacher(s) together regarding special education student(s)' program.	3.807	1.196	3.406	1.103	24.035**
14. Participating in the observation and evaluation of students referred for special services.	4.387	1.022	3.953	.987	6.851**
15. Providing support for the regular education teacher in implementing a special education student's program	4.117	.874	3.469	1.016	7.353**
16. Assisting regular education teachers in identifying their feelings and attitudes about special education students.	4.226	1.175	3.406	1.073	17.480**
17. Assisting regular education teachers in establishing a behavior management program for special education students.	4.661	.746	3.719	.958	2.191
18. Consulting with administrators regarding educational programs of special education students.	4.097	.908	3.500	.984	7.306**
19. Consulting with special education parents regarding the educational program of their child.	4.138	.743	3.581	.672	5.692**
20. Coordinating staffings.	4.065	1.063	3.281	1.326	3.216*
21. Coordinating the development of the special education student's IEP.	4.581	.712	3.938	.948	6.406**
22. Participating as a member of the staffing team.	2.276	1.032	2.000	1.000	12.986**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 62 (continued)

QUESTIONS	ACTUAL		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
23. Assisting in the development of the IEP.	4.133	1.306	3.387	1.230	19.438**
24. Writing affective goals for the IEP.	4.500	.861	3.688	.965	5.396**
25. Maintaining the records on special education students.	3.710	1.244	3.031	1.204	10.054**
26. Interpreting special education students' needs to the school staff.	4.121	.942	3.267	.907	5.429**
27. Working as an advocate for needs and rights of special education students and/or their parents.	4.226	.845	3.375	1.008	1.699
28. Coordinating school's program for special education student(s) with other community resources.	4.484	.811	3.781	1.008	3.150*

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 63
HIGH SCHOOL POPULATION---DESIRABLE VS. ACTUAL
INSTRUCTING QUESTIONS

QUESTIONS	DESIRABLE		ACTUAL		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
29. Teaching regular education students about the identification of handicapped populations.	3.697	1.132	4.710	.588	2.789
30. Teaching regular education teachers about the identification of handicapped populations.	3.438	1.190	4.467	.819	3.121*
31. Conducting teacher in-service programs for regular education teachers dealing with information about special education programs	3.273	1.281	4.677	.541	2.785
32. Disseminating information to parents concerning the school's special education program.	3.091	1.259	4.323	.871	1.120
33. Disseminating information to parents concerning available resources outside the school.	3.000	1.146	4.145	.887	3.709*
34. Explaining to special education parents academically related activities they can use with their child.	3.333	1.267	4.403	.952	3.434*
35. Teaching special education parents behavior management techniques.	3.406	1.266	4.677	.475	5.286*
36. Teaching special education parents discipline techniques.	3.484	1.235	4.767	.430	5.858*
37. Acquiring knowledge of special education students' needs and expectations.	2.424	1.251	4.016	.780	.419
38. Sharing knowledge of special education students' needs and expectations with parents.	2.970	1.159	4.161	.860	1.341
39. Sharing knowledge of special education students' needs and expectations with school staff.	2.879	.992	4.000	.856	1.488
40. Sharing knowledge of special education students' needs and expectations with the local community.	3.530	1.287	4.774	.425	1.305
41. Acquiring knowledge of special education characteristics, handicapping conditions, and the developmental process.	2.424	1.200	4.000	.730	.519

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 63 (continued)

QUESTIONS	DESIRABLE		ACTUAL		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
42. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with school staff.	3.030	.984	4.113	.704	.616
43. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with special education parents.	3.364	1.246	4.500	.619	6.569**
44. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with the community.	3.546	1.301	4.742	.514	.343
45. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with students.	3.500	1.262	4.548	.624	4.773*
46. Acquiring knowledge of special education assessment procedures.	2.606	1.345	4.065	.964	.769
47. Sharing knowledge of special education assessment procedures with special education parents	3.212	1.293	4.419	.672	11.844**
48. Sharing knowledge of special education assessment procedures with the school staff.	2.970	1.212	4.200	.761	3.871*
49. Sharing knowledge of special education assessment procedures with the community.	3.561	1.236	4.677	.541	6.166**
50. Sharing knowledge of special education assessment procedures with students.	3.424	1.347	4.436	.616	3.109
51. Acquiring knowledge of federal and state legislation related to special education students.	2.788	1.495	4.161	.898	4.059*
52. Sharing knowledge of federal and state legislation related to special education students with special education parents.	3.250	1.244	4.333	.802	8.763**
53. Sharing knowledge of federal and state legislation related to special education students with regular education teachers.	3.030	1.380	4.419	.765	3.377*

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 63 (continued)

QUESTIONS	DESIRABLE		ACTUAL		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
54. Sharing knowledge of federal and state legisla- tion related to special education students with the community.	3.364	1.270	4.629	.685	3.363*
55. Sharing knowledge of federal and state legisla- tion related to special education students with students.	3.576	1.200	4.581	.620	3.430*

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 64
HIGH SCHOOL POPULATION---DESIRABLE VS. FEASIBLE
INSTRUCTING QUESTIONS

QUESTIONS	DESIRABLE		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
29. Teaching regular education students about the identification of handicapped populations.	3.697	1.132	3.938	.982	10.660**
30. Teaching regular education teachers about the identification of handicapped populations.	3.438	1.190	3.774	.921	12.596**
31. Conducting teacher in-service programs for regular education teachers dealing with information about special education programs	3.273	1.281	3.969	.861	8.799**
32. Disseminating information to parents concerning the school's special education program.	3.091	1.259	3.613	.844	10.918**
33. Disseminating information to parents concerning available resources outside the school.	3.000	1.146	3.677	.979	4.868**
34. Explaining to special education parents academically related activities they can use with their child.	3.333	1.267	3.750	1.047	13.296**
35. Teaching special education parents behavior management techniques.	3.406	1.266	4.097	.790	12.199**
36. Teaching special education parents discipline techniques.	3.484	1.235	4.133	.776	9.513**
37. Acquiring knowledge of special education students' needs and expectations.	2.424	1.251	3.125	1.100	8.730**
38. Sharing knowledge of special education students' needs and expectations with parents.	2.970	1.159	3.594	.837	8.854**
39. Sharing knowledge of special education students' needs and expectations with school staff.	2.879	.992	3.438	.801	7.034**
40. Sharing knowledge of special education students' needs and expectations with the local community.	3.530	1.287	4.125	.751	28.911**
41. Acquiring knowledge of special education characteristics, handicapping conditions, and the developmental process.	2.424	1.200	3.188	1.091	6.480**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 64 (continued)

QUESTIONS	DESIRABLE		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
42. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with school staff.	3.030	.984	3.406	.712	12.524**
43. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with special education parents.	3.364	1.246	3.844	.847	18.635**
44. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with the community.	3.546	1.301	3.969	1.000	12.824**
45. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with students.	3.500	1.262	3.844	.920	20.214**
46. Acquiring knowledge of special education assessment procedures.	2.606	1.345	3.313	1.176	7.368**
47. Sharing knowledge of special education assessment procedures with special education parents	3.212	1.293	3.625	.976	9.513**
48. Sharing knowledge of special education assessment procedures with the school staff.	2.970	1.212	3.484	.926	22.605**
49. Sharing knowledge of special education assessment procedures with the community.	3.561	1.236	4.063	.914	9.354**
50. Sharing knowledge of special education assessment procedures with students.	3.424	1.347	3.891	.948	15.037**
51. Acquiring knowledge of federal and state legislation related to special education students.	2.788	1.495	3.281	1.171	18.671**
52. Sharing knowledge of federal and state legislation related to special education students with special education parents.	3.250	1.244	3.742	.893	10.862**
53. Sharing knowledge of federal and state legislation related to special education students with regular education teachers.	3.030	1.380	3.750	.916	16.830**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 64 (continued)

QUESTIONS	DESIRABLE		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
54. Sharing knowledge of federal and state legislation related to special education students with the community.	3.364	1.270	3.906	.928	19.152**
55. Sharing knowledge of federal and state legislation related to special education students with students.	3.576	1.200	3.969	.861	10.685**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 65
HIGH SCHOOL POPULATION---ACTUAL VS. FEASIBLE
INSTRUCTING QUESTIONS

QUESTIONS	ACTUAL		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
29. Teaching regular education students about the identification of handicapped populations.	4.710	.588	3.938	.982	2.031
30. Teaching regular education teachers about the identification of handicapped populations.	4.467	.819	3.774	.921	4.547**
31. Conducting teacher in-service programs for regular education teachers dealing with information about special education programs	4.677	.541	3.969	.861	4.087*
32. Disseminating information to parents concerning the school's special education program.	4.323	.871	3.613	.844	5.705**
33. Disseminating information to parents concerning available resources outside the school.	4.145	.887	3.677	.979	20.772**
34. Explaining to special education parents academically related activities they can use with their child.	4.403	.952	3.750	1.047	19.968**
35. Teaching special education parents behavior management techniques.	4.677	.475	4.097	.790	4.968**
36. Teaching special education parents discipline techniques.	4.767	.430	4.133	.776	3.173
37. Acquiring knowledge of special education students' needs and expectations.	4.016	.780	3.125	1.100	2.526
38. Sharing knowledge of special education students' needs and expectations with parents.	4.161	.860	3.594	.837	14.779**
39. Sharing knowledge of special education students' needs and expectations with school staff.	4.000	.856	3.438	.801	7.769**
40. Sharing knowledge of special education students' needs and expectations with the local community.	4.774	.425	4.125	.751	4.560*
41. Acquiring knowledge of special education characteristics, handicapping conditions, and the developmental process.	4.000	.730	3.188	1.091	2.676*

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 65 (continued)

QUESTIONS	ACTUAL		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
42. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with school staff.	4.113	.704	3.406	.712	3.536*
43. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with special education parents.	4.500	.619	3.844	.847	2.921*
44. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with the community.	4.742	.514	3.969	1.000	1.879
45. Sharing knowledge of special education characteristics, handicapping conditions, and the developmental process with students.	4.548	.624	3.844	.920	4.308**
46. Acquiring knowledge of special education assessment procedures.	4.065	.964	3.313	1.176	4.029**
47. Sharing knowledge of special education assessment procedures with special education parents	4.419	.672	3.625	.976	2.740
48. Sharing knowledge of special education assessment procedures with the school staff.	4.200	.761	3.484	.926	4.570**
49. Sharing knowledge of special education assessment procedures with the community.	4.677	.541	4.063	.914	3.681*
50. Sharing knowledge of special education assessment procedures with students.	4.436	.616	3.891	.948	5.298**
51. Acquiring knowledge of federal and state legislation related to special education students.	4.161	.898	3.281	1.171	3.621*
52. Sharing knowledge of federal and state legislation related to special education students with special education parents.	4.333	.802	3.742	.893	4.663**
53. Sharing knowledge of federal and state legislation related to special education students with regular education teachers.	4.419	.765	3.750	.916	4.262**

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 65 (continued)

QUESTIONS	ACTUAL		FEASIBLE		F STATISTIC
	MEAN	S.D.	MEAN	S.D.	
54. Sharing knowledge of federal and state legislation related to special education students with the community.	4.629	.685	3.906	.928	2.357
55. Sharing knowledge of federal and state legislation related to special education students with students.	4.581	.620	3.969	.861	2.641

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 66

F STATISTICS FOR COMPARING
COUNSELORS WITH OTHER SELECT GROUPS
DESIRABLE RESPONSES

ITEM NO.	ADMIN.	REG. ED. TCHR.	SP. ED. TCHR.
1.	.283	.840	.636
2.	.025	1.622	.402
3.	1.274	4.394*	7.285**
4.	.808	3.193	1.374
5.	.081	.453	.073
6.	1.040	2.998	2.983
7.	.771	6.973*	3.644
8.	2.057	19.057**	5.262*
9.	3.143	6.632*	8.207**
10.	1.274	2.184	1.475
11.	.219	2.293	.096
12.	1.463	5.307*	.326
13.	.385	.969	.001
14.	1.331	2.775	1.222
15.	1.463	2.889	1.351
16.	.646	.100	.021
17.	2.292	9.400**	3.629
18.	6.313*	9.980**	2.762
19.	7.932**	12.788**	6.604*
20.	.259	1.049	.453
21.	.904	6.646*	1.976
22.	.010	1.201	.521
23.	.634	3.761	1.549
24.	4.648*	20.370**	9.354**
25.	.076	.356	1.300
26.	.002	3.764	1.633

* indicates significance at the .05 level
** indicates significance at the .01 level

TABLE 67

F STATISTICS FOR COMPARING
COUNSELORS WITH OTHER SELECT GROUPS
ACTUAL RESPONSES

ITEM NO.	ADMIN.	REG. ED. TCHR.	SP. ED. TCHR.
1.	.025	.237	1.106
2.	.064	.078	4.150*
3.	.860	.512	.743
4.	.001	.925	2.410
5.	.190	.109	9.031**
6.	.038	.000	1.668
7.	1.198	2.421	1.167
8.	1.215	1.637	3.790
9.	.273	.857	.354
10.	1.378	.078	1.461
11.	1.413	1.533	5.355*
12.	.059	1.415	4.514*
13.	1.000	3.247	11.367**
14.	.056	.042	2.373
15.	.0922	.756	3.392
16.	1.390	3.104	10.124**
17.	.735	.000	2.804
18.	1.016	1.282	2.709
19.	1.089	4.082	1.455
20.	.167	.086	3.230
21.	1.265	1.072	1.322
22.	.182	.700	2.919
23.	.006	.503	5.468*
24.	.404	.334	2.462
25.	.428	1.550	.871
26.	.394	.842	8.883**

TABLE 66 (CONT.)

ITEM NO.	ADMIN.	REG. ED. TCHR.	SP. ED. TCHR.
27.	.001	12.406**	8.790**
28.	1.637	15.980**	19.743**
29.	1.977	8.966**	9.503**
30.	3.717	12.981**	12.126**
31.	4.950*	23.981**	12.026**
32.	4.865*	25.729**	14.442**
33.	5.717*	21.510**	19.923**
34.	1.840	9.120**	3.898
35.	4.401*	17.402**	14.986**
36.	1.922	10.163**	6.815*
37.	2.865	15.719**	14.460**
38.	3.272	8.891**	5.907*
39.	.684	9.147**	1.523
40.	3.810	7.290**	5.327*
41.	1.147	18.958**	13.529**
42.	.989	13.692**	2.839
43.	4.190*	8.816**	6.186*
44.	6.699*	10.587**	13.571**
45.	1.689	5.042*	3.021
46.	3.270	12.197**	8.958**
47.	4.446*	7.260**	5.068*
48.	1.777	11.828**	4.789*
49.	2.827	8.426**	6.631*
50.	3.025	6.561*	4.128*
51.	.606	9.000**	6.420*
52.	3.062	11.270**	13.197**
53.	1.262	16.484**	13.329**
54.	1.804	5.797*	10.506**
55.	.960	6.597*	4.280*

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 67 (CONT.)

ITEM NO.	ADMIN.	REG. ED. TCHR.	SP. ED. TCHR.
27.	.003	.158	7.899**
28.	1.127	4.628*	.416
29.	.527	.561	2.746
30.	1.573	1.376	3.750
31.	.896	3.204	1.322
32.	2.596	.398	.405
33.	6.221*	6.881*	1.360
34.	2.849	1.498	.379
35.	1.813	4.368*	1.322
36.	.817	.050	3.345
37.	.342	.051	.357
38.	1.178	1.308	.018
39.	.387	.036	3.000
40.	2.347	3.889	.083
41.	.085	.198	.214
42.	.286	.102	5.819*
43.	1.677	3.665	1.470
44.	.376	.744	.817
45.	.976	1.488	3.273
46.	.099	.612	1.141
47.	.213	.300	1.630
48.	.080	.167	1.431
49.	.106	3.491	.817
50.	.084	.042	.738
51.	.363	.000	.986
52.	.954	1.515	.891
53.	.564	.925	.891
54.	.454	.034	.806
55.	.017	.138	1.450

TABLE 68

F STATISTICS COMPARING
COUNSELORS WITH OTHER SELECT GROUPS
FEASIBLE RESPONSES

ITEM NO.	ADMIN.	REG. ED. TCHR.	SP. ED. TCHR.
1.	.097	1.660	.271
2.	.367	.181	.773
3.	.274	2.256	1.651
4.	.954	.299	.241
5.	1.130	.897	.659
6.	.186	.320	.356
7.	.104	3.042	.432
8.	.038	2.148	.281
9.	1.010	2.903	.096
10.	1.260	1.554	.131
11.	1.406	.722	1.844
12.	.138	3.480	.368
13.	.816	.068	1.913
14.	.067	1.601	.091
15.	.816	1.932	.022
16.	1.197	.151	.746
17.	.242	3.967	.554
18.	1.857	5.976*	.657
19.	3.958	7.940**	3.657
20.	.618	.761	.884
21.	.415	4.517*	.317
22.	.011	.344	.068
23.	.399	2.011	.279
24.	3.829	12.123**	1.545
25.	.003	1.561	.771
26.	.026	4.555*	.007

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 69

F STATISTICS COMPARING
ADMINISTRATORS WITH OTHER SELECT GROUPS
DESIRABLE RESPONSES

ITEM NO.	COUNS.	REG. ED. TCHR.	SP. ED. TCHR.
1.	.283	.190	.078
2.	.025	1.697	.309
3.	1.274	.871	2.052
4.	.808	.745	.014
5.	.081	.071	.004
6.	1.040	.984	.700
7.	.771	4.045*	1.519
8.	2.057	6.863**	1.225
9.	3.143	.978	.386
10.	1.274	.331	.055
11.	.219	6.821**	.023
12.	1.463	2.273	.603
13.	.385	.371	.451
14.	1.331	.443	.043
15.	1.463	.495	.001
16.	.646	.187	.831
17.	2.292	2.854	.043
18.	6.313*	.698	.580
19.	7.932**	1.090	.168
20.	.259	.322	.047
21.	.904	2.449	.047
22.	.010	1.245	.494
23.	.634	1.652	.372
24.	4.648*	2.435	1.037
25.	.076	.147	.944
26.	.002	4.294*	1.901

TABLE 68 (CONT.)

ITEM NO.	ADMIN.	REG. ED. TCHR.	SP. ED. TCHR.
27.	.005	6.283*	1.385
28.	.648	13.063**	4.660*
29.	.283	6.244*	4.952*
30.	2.198	10.896**	7.595**
31.	2.660	16.201**	7.630**
32.	3.569	13.647**	4.142*
33.	3.375	12.710**	3.284
34.	2.817	8.641**	2.371
35.	.268	3.468	1.985
36.	.184	3.965	.644
37.	2.517	7.146**	7.618**
38.	2.121	5.367*	2.688
39.	.121	3.294	.383
40.	1.296	10.838**	5.156*
41.	.626	6.487*	3.172
42.	.186	5.072*	1.810
43.	1.521	4.270*	5.178*
44.	2.287	7.641**	9.538**
45.	.393	2.047	1.565
46.	1.574	4.187*	3.336
47.	1.330	3.560	3.320
48.	.964	7.086**	2.558
49.	.470	7.803**	2.024
50.	.223	4.100	.823
51.	.109	3.377	4.196*
52.	2.946	11.904**	6.286*
53.	1.111	8.339**	5.981*
54.	.470	5.890*	6.329*
55.	.453	6.463*	4.119*

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 69 (CONT.)

ITEM NO.	COUNS.	REG. ED. TCHR.	SP. ED. TCHR.
27.	.001	13.237**	9.814**
28.	1.637	6.995**	8.682**
29.	1.977	3.089	2.477
30.	3.717	1.703	1.464
31.	4.950*	4.181*	1.397
32.	4.865*	3.630	1.790
33.	5.717*	6.261*	6.024*
34.	1.840	4.886*	.987
35.	4.401*	4.150*	3.889
36.	1.922	3.521	1.873
37.	2.865	6.166*	6.244*
38.	3.272	2.286	.938
39.	.684	6.293*	.277
40.	3.810	1.129	.464
41.	1.147	12.083**	8.774**
42.	.989	6.374*	.582
43.	4.190*	2.102	.133
44.	6.699*	1.363	2.024
45.	1.689	.956	.238
46.	3.270	6.244*	3.018
47.	4.446*	.951	.164
48.	1.777	5.784*	1.098
49.	2.827	2.648	1.268
50.	3.025	1.803	.337
51.	.606	5.989*	4.345*
52.	3.062	4.145*	3.678
53.	1.262	8.226**	6.297*
54.	1.804	1.963	4.532*
55.	.960	2.020	1.630

TABLE 70

F STATISTICS COMPARING
ADMINISTRATORS WITH OTHER SELECT GROUPS
ACTUAL RESPONSES

ITEM NO.	COUNS.	REG. ED. TCHR.	SP. ED. TCHR.
1.	.025	.095	1.171
2.	.064	.002	2.332
3.	.860	.028	3.410
4.	.001	.954	2.086
5.	.190	.004	5.320*
6.	.038	.038	2.789
7.	1.198	.109	4.466*
8.	1.215	.206	10.121**
9.	.273	.353	1.947
10.	1.378	.628	6.055*
11.	1.413	.078	1.894
12.	.059	2.847	7.996**
13.	1.000	1.464	8.927**
14.	.056	.252	4.753*
15.	.092	1.589	5.853*
16.	1.390	1.647	9.682**
17.	.735	.569	5.504*
18.	1.016	.044	6.543*
19.	1.089	.826	4.558*
20.	.167	.009	2.404
21.	1.265	.071	3.548
22.	.182	.304	2.151
23.	.006	.490	5.961*
24.	.404	.007	3.165
25.	.428	.508	.070
26.	.394	.087	5.120*
27.	.003	.116	6.105*

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 71

F STATISTICS COMPARING
ADMINISTRATORS WITH OTHER SELECT GROUPS
FEASIBLE RESPONSES

ITEM NO.	COUNS.	REG. ED. TCHR.	SP. ED. TCHR.
1.	.097	.656	.533
2.	.367	.728	.068
3.	.274	.437	.367
4.	.954	2.495	2.581
5.	1.130	3.117	.814
6.	.186	.958	.018
7.	.104	3.142	.836
8.	.038	2.106	.188
9.	1.010	.417	.639
10.	1.260	.034	.535
11.	1.406	5.786*	.073
12.	.138	3.569	1.389
13.	.816	.484	.400
14.	.067	1.215	.396
15.	.816	.528	.527
16.	1.197	.382	.049
17.	.242	2.773	.097
18.	1.857	.949	.380
19.	3.958	.250	.001
20.	.618	.013	.061
21.	.415	2.887	.014
22.	.011	.243	.155
23.	.399	.666	1.670
24.	3.829	.771	.443
25.	.003	1.973	.923
26.	.026	6.728*	.072
27.	.005	6.827*	1.523

TABLE 70 (CONT.)

ITEM NO.	COUNS.	REG. ED. TCHR.	SP. ED. TCHR.
28.	1.127	.981	2.929
29.	.527	.002	5.213*
30.	1.573	.011	5.957*
31.	.896	.120	2.437
32.	2.596	.639	5.061*
33.	6.221*	.034	3.603
34.	2.849	.021	6.242*
35.	1.813	1.263	6.870**
36.	.817	1.333	13.067*
37.	.342	.503	1.347
38.	1.178	.011	1.548
39.	.387	.142	1.502
40.	2.347	.715	1.467
41.	.085	.033	.546
42.	.286	.026	6.037*
43.	1.677	.582	6.096*
44.	.376	.194	3.668
45.	.976	.090	8.018**
46.	.099	.496	3.344
47.	.213	.053	4.337*
48.	.080	.049	3.009
49.	.106	4.023	2.477
50.	.084	.319	2.534
51.	.363	.257	2.130
52.	.954	.103	4.372*
53.	.564	.024	2.761
54.	.454	.849	.147
55.	.017	.120	2.761

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 71 (CONT.)

ITEM NO.	COUNS.	REG. ED. TCHR.	SP. ED. TCHR.
28.	.648	7.114**	1.739
29.	.283	4.161*	2.555
30.	2.198	2.205	.283
31.	2.660	4.068*	.831
32.	3.569	.755	.081
33.	3.375	1.838	.002
34.	2.817	1.838	.015
35.	.268	3.082	1.489
36.	.184	4.230*	.328
37.	2.517	2.495	2.845
38.	2.121	.612	.067
39.	.121	3.589	.142
40.	1.296	4.800*	2.319
41.	.626	3.612	1.514
42.	.186	2.991	.922
43.	1.521	1.383	.817
44.	2.287	2.244	4.314*
45.	.393	.468	.349
46.	1.574	1.793	.916
47.	1.330	1.210	.658
48.	.964	5.519*	.750
49.	.470	7.277**	.938
50.	.223	4.875*	.378
51.	.109	3.009	3.988
52.	2.946	4.854*	1.106
53.	1.111	4.280*	2.056
54.	.470	5.116*	4.846*
55.	.453	4.761*	2.465

TABLE 72

F STATISTICS FOR COMPARING
REGULAR EDUCATION TEACHERS
WITH OTHER SELECT GROUPS
DESIRABLE RESPONSES

ITEM NO.	ADMIN.	COUNS.	SP. ED. TCHR.
1.	.190	.840	.032
2.	1.697	1.622	.580
3.	.871	4.394*	.171
4.	.745	3.193	.912
5.	.071	.453	.188
6.	.984	2.998	.066
7.	4.045*	6.973*	.534
8.	6.863**	19.057**	1.344
9.	.978	6.632*	.398
10.	.331	2.184	.097
11.	6.821**	2.293	5.111*
12.	2.273	5.307*	5.424*
13.	.371	.969	1.201
14.	.443	2.775	.945
15.	.495	2.889	.422
16.	.187	.100	.087
17.	2.854	9.400**	2.846
18.	.698	9.980**	2.189
19.	1.090	12.788**	2.053
20.	.322	1.049	.108
21.	2.449	6.646**	2.224
22.	1.249	1.201	.239
23.	1.652	3.761	.288
24.	2.435	20.370**	.179
25.	.147	.356	.276
26.	4.294*	3.764	.707
27.	13.237**	12.406**	.209

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 73

F STATISTICS FOR COMPARING
REGULAR EDUCATION TEACHERS
WITH OTHER SELECT GROUPS
ACTUAL RESPONSES

ITEM NO.	ADMIN.	COUNS.	SP. ED. TCHR.
1.	.095	.237	2.022
2.	.002	.078	2.313
3.	.028	.512	2.720
4.	.954	.925	9.697**
5.	.004	.109	6.367*
6.	.038	.000	1.361
7.	.109	2.421	9.690**
8.	.206	1.637	9.211**
9.	.353	.857	3.835
10.	.628	.078	2.435
11.	.078	1.533	1.021
12.	2.847	1.415	1.217
13.	1.464	3.247	3.859
14.	.252	.042	3.287
15.	1.589	.756	.607
16.	1.647	3.104	1.053
17.	.569	.000	2.408
18.	.044	1.282	7.774**
19.	.826	4.082	10.714**
20.	.009	.086	3.753
21.	.071	1.072	5.080*
22.	.304	.700	.646
23.	.490	.503	4.568*
24.	.007	.334	4.736*
25.	.508	1.550	.364
26.	.087	.842	6.508*
27.	.116	.158	6.148*

TABLE 72 (CONT.)

ITEM NO.	ADMIN.	COUNS.	SP. ED. TCHR.
28.	6.995**	15.980**	.000
29.	3.089	8.966**	.179
30.	1.703	12.981**	.109
31.	4.181*	23.981**	.679
32.	3.630	25.729**	.323
33.	6.261*	21.510**	.001
34.	4.886*	9.120**	.920
35.	4.150*	17.402**	.013
36.	3.521	10.163**	.259
37.	6.166*	15.719**	.013
38.	2.286	8.891**	.201
39.	6.293*	9.147**	3.378
40.	1.129	7.290**	.123
41.	12.083**	18.958**	.040
42.	6.374*	13.692**	2.637
43.	2.102	8.816**	1.356
44.	1.363	10.587**	.011
45.	.956	5.042*	.237
46.	6.244*	12.197**	.509
47.	.951	7.260**	.278
48.	5.784*	11.828**	1.631
49.	2.648	8.426**	.306
50.	1.803	6.561*	.526
51.	5.989*	9.000**	.047
52.	4.145*	11.270**	.209
53.	8.226**	16.484**	.233
54.	1.963	5.797*	.187
55.	2.020	6.507*	.001

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 73 (CONT.)

ITEM NO.	ADMIN.	COUNS.	SP. ED. TCHR.
28.	.981	4.628*	9.888**
29.	.002	.561	8.522**
30.	.011	1.376	7.147**
31.	.120	3.204	8.270**
32.	.639	.398	1.649
33.	.034	6.881*	5.156*
34.	.021	1.498	3.895
35.	1.263	4.368*	10.587**
36.	1.333	.050	4.242*
37.	.503	.051	.129
38.	.011	1.308	2.305
39.	.142	.036	2.366
40.	.715	3.889	2.902
41.	.033	.198	.838
42.	.026	.102	5.132*
43.	.582	3.665	10.077**
44.	.194	.744	5.080*
45.	.090	1.488	13.091**
46.	.496	.612	3.885
47.	.053	.300	3.613
48.	.049	.127	2.647
49.	4.023	3.491	7.831**
50.	.319	.042	.416
51.	.257	.000	.763
52.	.103	1.515	7.576**
53.	.024	.925	5.403*
54.	.849	.034	1.350
55.	.120	.138	2.273

TABLE 74

F STATISTICS FOR COMPARING
REGULAR EDUCATION TEACHERS
WITH OTHER SELECT GROUPS
FEASIBLE RESPONSES

ITEM NO.	ADMIN.	COUNS.	SP. ED. TCHR.
1.	.656	1.660	2.103
2.	.728	.181	1.116
3.	.437	2.256	.009
4.	2.495	.299	.011
5.	3.117	.897	.865
6.	.958	.320	1.605
7.	3.142	3.042	1.610
8.	2.106	2.148	.507
9.	.417	2.903	2.518
10.	.034	1.554	.717
11.	5.786*	.722	7.130**
12.	3.569	3.480	9.365**
13.	.484	.068	1.659
14.	1.215	1.601	3.844
15.	.528	1.932	1.512
16.	.382	.151	.173
17.	2.773	3.967	1.659
18.	.949	5.976*	2.760
19.	.250	7.940**	.202
20.	.013	.761	.016
21.	2.887	4.517*	3.180
22.	.243	.344	.966
23.	.666	2.011	6.707*
24.	.771	12.123**	2.409
25.	1.973	1.561	.243
26.	6.728*	4.555*	4.646*
27.	6.827*	6.283*	.973

* indicates significance at the .05 level
** indicates significance at the .01 level

TABLE 75

F STATISTICS FOR COMPARING
SPECIAL EDUCATION TEACHERS
WITH OTHER SELECT GROUPS
DESIRABLE RESPONSES

ITEM NO.	ADMIN.	COUNS.	REG. ED. TCHR.
1.	.078	.636	.032
2.	.309	.402	.580
3.	2.052	7.285**	.171
4.	.014	1.374	.912
5.	.004	.073	.188
6.	.700	2.983	.066
7.	1.519	3.644	.534
8.	1.225	5.262*	1.344
9.	.386	8.207**	.398
10.	.055	1.475	.097
11.	.023	.096	5.111*
12.	.603	.326	5.424*
13.	.451	.001	1.201
14.	.043	1.222	.945
15.	.001	1.351	.422
16.	.831	.021	.087
17.	.043	3.629	2.846
18.	.580	2.762	2.189
19.	.168	6.604*	2.053
20.	.047	.453	.108
21.	.047	1.976	2.224
22.	.494	.521	.239
23.	.372	1.549	.288
24.	1.037	9.354**	.179
25.	.944	1.300	.276
26.	1.901	1.633	.707
27.	9.814**	8.790**	.209

TABLE 74 (CONT.)

ITEM NO.	ADMIN.	COUNS.	SP. ED. TCHR.
28.	7.114**	13.063**	2.307
29.	4.161*	6.244*	.655
30.	2.205	10.896**	1.578
31.	4.068*	16.201**	1.512
32.	.755	13.647**	2.706
33.	1.838	12.710**	1.625
34.	1.838	8.641**	1.055
35.	3.082	3.468	.118
36.	4.230*	3.965	1.427
37.	2.495	7.146**	.003
38.	.612	5.367*	.258
39.	3.589	3.294	1.918
40.	4.800*	10.838**	.145
41.	3.612	6.487*	.201
42.	2.991	5.072*	.518
43.	1.383	4.270*	.352
44.	2.244	7.641**	.268
45.	.468	2.047	.011
46.	1.793	4.187*	.106
47.	1.210	3.560	.172
48.	5.519*	7.086**	2.281
49.	7.277**	7.803**	2.826
50.	4.875*	4.100	2.676
51.	3.009	3.377	.033
52.	4.854*	11.904**	1.266
53.	4.280*	8.339**	.741
54.	5.116*	5.890*	.232
55.	4.761*	6.463*	.469

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 75 (CONT.)

ITEM NO.	ADMIN.	COUNS.	REG. ED. TCHR.
28.	8.682**	19.743**	
29.	2.477	9.503**	.179
30.	1.146	12.126**	.109
31.	1.397	12.026**	.679
32.	1.790	14.442**	.323
33.	6.024*	19.923**	.001
34.	.987	3.898	.920
35.	3.889	14.986**	.013
36.	1.873	6.815*	.259
37.	6.244*	14.460**	.013
38.	.938	5.907*	.201
39.	.277	1.523	3.378
40.	.464	5.327*	.123
41.	8.774**	13.529**	.040
42.	.582	2.839	2.637
43.	.133	6.186*	1.356
44.	2.024	13.571**	.011
45.	.238	3.021	.237
46.	3.018	8.958**	.509
47.	.164	5.068*	.278
48.	1.098	4.789*	1.631
49.	1.268	6.631*	.306
50.	.337	4.128*	.526
51.	4.345*	6.420*	.047
52.	3.678	13.197**	.209
53.	6.297*	13.329**	.233
54.	4.532*	10.506**	.187
55.	1.630	4.280*	.001

TABLE 76

F STATISTICS FOR COMPARING
SPECIAL EDUCATION TEACHERS
WITH OTHER SELECT GROUPS
ACTUAL RESPONSES

ITEM NO.	ADMIN.	COUNS.	REG. ED. TCHR.
1.	1.171	1.106	2.022
2.	2.332	4.150*	2.313
3.	3.410	.743	2.720
4.	2.086	2.410	9.697**
5.	5.320*	9.031**	6.367*
6.	2.789	1.678	1.361
7.	4.466*	1.167	9.690**
8.	10.121**	3.790	9.211**
9.	1.947	.354	3.835
10.	6.055*	1.461	2.435
11.	1.894	5.355*	1.021
12.	7.996**	4.514*	1.217
13.	8.927**	11.367**	3.859
14.	4.753*	2.373	3.287
15.	5.853*	3.392	.607
16.	9.682**	10.124**	1.053
17.	5.504*	2.804	2.408
18.	6.543*	2.709	7.774**
19.	4.558*	1.455	10.714**
20.	2.404	3.230	3.753
21.	3.548	1.322	5.080*
22.	2.151	2.919	.646
23.	5.961*	5.468*	4.568*
24.	3.165	2.462	4.736*
25.	.070	.871	.364
26.	5.120*	8.883**	6.508*
27.	6.105*	7.899**	6.148*

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 77

F STATISTICS FOR COMPARING
SPECIAL EDUCATION TEACHERS
WITH OTHER SELECT GROUPS
FEASIBLE RESPONSES

ITEM NO.	ADMIN.	COUNS.	REG. ED. TCHR.
1.	.533	.271	2.103
2.	.068	.773	1.116
3.	.367	1.651	.009
4.	2.581	.241	.011
5.	.814	.659	.865
6.	.018	.356	1.605
7.	.836	.432	1.610
8.	.188	.281	.507
9.	.639	.096	2.518
10.	.535	.131	.717
11.	.073	1.844	7.130**
12.	1.389	.368	9.365**
13.	.400	1.913	1.659
14.	.396	.091	3.844
15.	.527	.022	1.512
16.	.049	.746	.173
17.	.097	.554	1.659
18.	.380	.657	2.760
19.	.001	3.657	.202
20.	.061	.884	.016
21.	.014	.317	3.180
22.	.155	.068	.966
23.	1.670	.279	6.707*
24.	.443	1.545	2.409
25.	.923	.771	.243
26.	.072	.007	4.646*
27.	1.523	1.385	.973

TABLE 76 (CONT.)

ITEM NO.	ADMIN.	COUNS.	REG. ED. TCHR.
28.	2.926	.416	9.888**
29.	5.213*	2.746	8.522**
30.	5.957*	3.750	7.147**
31.	2.437	1.322	8.270**
32.	5.061*	.405	1.649
33.	3.603	1.360	5.156*
34.	6.242*	.379	3.895
35.	6.870**	1.322	10.587**
36.	13.067**	3.345	4.242*
37.	1.347	.357	.129
38.	1.548	.018	2.305
39.	1.502	3.000	2.366
40.	1.467	.083	2.902
41.	.546	.214	.838
42.	6.037*	5.819*	5.132*
43.	6.096*	1.470	10.077**
44.	3.668	.817	5.080*
45.	8.018**	3.273	13.091**
46.	3.344	1.141	3.885
47.	4.337*	1.630	3.613
48.	3.009	1.431	2.647
49.	2.477	.817	7.831**
50.	2.534	.738	.416
51.	2.130	.986	.763
52.	4.372*	.891	7.576**
53.	2.761	.891	5.403*
54.	.147	.806	1.350
55.	2.761	1.450	2.273

* indicates significance at the .05 level

** indicates significance at the .01 level

TABLE 77 (CONT.)

ITEM NO.	ADMIN.	COUNS.	REG. ED. TCHR.
28.	1.739	4.660*	2.307
29.	2.555	4.952*	.655
30.	.283	7.595**	1.578
31.	.831	7.630**	1.512
32.	.081	4.142*	2.706
33.	.002	3.284	1.625
34.	.015	2.371	1.055
35.	1.489	1.985	.118
36.	.328	.644	1.427
37.	2.845	7.618**	.003
38.	.067	2.688	.258
39.	.142	.383	1.918
40.	2.319	5.156*	.145
41.	1.514	3.172	.201
42.	.922	1.810	.518
43.	.817	5.178*	.352
44.	4.314*	9.538**	.268
45.	.349	1.565	.011
46.	.916	3.336	.106
47.	.658	3.320	.172
48.	.750	2.558	2.281
49.	.938	2.024	2.826
50.	.378	.823	2.676
51.	3.988	4.196*	.033
52.	1.106	6.286*	1.266
53.	2.056	5.981*	.741
54.	4.846*	6.329*	.232
55.	2.465	4.119*	.469

TABLE 78

F STATISTICS FOR COMPARING
MIDDLE SCHOOL STAFF RESPONSES
WITH HIGH SCHOOL STAFF RESPONSES

ITEM NO.	DESIRABLE	ACTUAL	FEASIBLE
1.	2.196	1.822	2.338
2.	.004	.002	.187
3.	.002	.011	.185
4.	.767	.386	.565
5.	.029	.039	.059
6.	1.163	.831	.006
7.	.017	2.703	.207
8.	.503	2.374	.006
9.	.193	5.392*	1.349
10.	.978	.903	.007
11.	10.096**	2.207	5.545*
12.	.421	.104	.026
13.	1.947	.164	.020
14.	.527	7.156**	6.356**
15.	.340	.162	.658
16.	.430	.000	.016
17.	.248	.001	.000
18.	.752	.071	.026
19.	1.328	.966	.002
20.	.145	1.063	1.244
21.	4.285*	1.967	1.866
22.	2.534	1.267	1.058
23.	15.809**	1.049	4.840*
24.	7.833**	1.176	2.665
25.	5.890*	1.567	5.545*
26.	.310	.057	.321
27.	.645	.800	.584

* indicates significance at the .05 level
** indicates significance at the .01 level

TABLE 78 (CONT.)

ITEM NO.	DESIRABLE	ACTUAL	FEASIBLE
28.	1.902	.006	.446
29.	.029	1.661	.140
30.	.316	.303	.000
31.	2.623	.175	.041
32.	1.004	1.597	.460
33.	.078	3.741	2.929
34.	1.238	.034	.251
35.	.434	.155	.599
36.	.002	.503	.669
37.	1.303	1.063	.152
38.	.643	.750	.006
39.	.010	2.145	1.972
40.	2.940	.901	.180
41.	.008	5.717*	1.398
42.	.040	.217	.833
43.	.000	3.582	3.169
44.	2.602	.012	1.734
45.	.167	2.840	1.456
46.	.043	3.015	1.177
47.	.006	3.420	.459
48.	.007	1.650	.679
49.	.702	.001	.356
50.	.102	.275	.236
51.	.031	.098	.318
52.	.192	.041	.237
53.	.383	.167	1.170
54.	3.161	1.444	2.422
55.	.777	1.339	1.773

APPENDIX F

DESIRABILITY/FEASIBILITY GRIDS

Total Population

	D	ND
F	7/12.3	0/0
NF	4/07.0	22/38.6

TASK 1

	D	ND
F	8/14.0	0/0
NF	2/03.5	16/28.1

TASK 2

	D	ND
F	12/21.1	0/0
NF	6/10.5	17/29.8

TASK 3

	D	ND
F	5/08.9	0/0
NF	2/03.6	29/51.8

TASK 4

	D	ND
F	0/0	0/0
NF	0/0	35/62.5

TASK 5

	D	ND
F	7/12.3	0/0
NF	4/07.0	20/35.1

TASK 6

	D	ND
F	8/14.3	0/0
NF	3/05.0	22/39.3

TASK 7

	D	ND
F	8/14.5	0/0
NF	6/11.0	20/36.4

TASK 8

	D	ND
F	1/01.8	0/0
NF	2/03.6	25/44.6

TASK 9

	D	ND
F	2/03.5	0/0
NF	1/01.8	23/40.4

TASK 10

	D	ND
F	12/21.1	0/0
NF	0/0	19/33.3

TASK 11

	D	ND
F	7/12.3	0/0
NF	3/05.3	20/35.1

TASK 12

	D	ND
F	7/12.3	0/0
NF	4/07.0	20/35.1

TASK 13

	D	ND
F	9/15.8	0/0
NF	2/03.5	26/45.6

TASK 14

	D	ND
F	7/12.5	0/0
NF	0/0	24/42.9

TASK 15

	D	ND
F	11/19.6	0/0
NF	0/0	25/44.6

TASK 16

	D	ND
F	6/10.9	0/0
NF	0/0	30/54.5

TASK 17

	D	ND
F	5/8.9	0/0
NF	1/01.8	16/28.6

TASK 18

	D	ND
F	3/05.5	1/01.8
NF	1/01.8	31/56.4

TASK 19

	D	ND
F	15/26.8	2/03.6
NF	2/03.6	22/39.3

TASK 20

	D	ND
F	4/07.0	0/0
NF	1/01.8	39/68.4

TASK 21

	D	ND
F	21/37.5	0/0
NF	1/01.8	8/14.3

TASK 22

	D	ND
F	7/12.5	3/05.4
NF	1/01.8	30/53.6

TASK 23

	D	ND
F	5/08.8	1/01.8
NF	3/05.3	34/59.6

TASK 24

	D	ND
F	12/21.4	1/01.8
NF	0/0	28/50.0

TASK 25

	D	ND
F	8/14.9	1/01.9
NF	0/0	19/35.2

TASK 26

	D	ND
F	12/21.1	1/01.8
NF	1/01.8	19/33.3

TASK 27

	D	ND
F	4/07.1	0/0
NF	2/03.6	30/53.6

TASK 28

	D	ND
F	7/12.3	0/0
NF	0/0	30/52.6

TASK 29

	D	ND
F	5/08.9	0/0
NF	0/0	30/53.6

TASK 30

	D	ND
F	3/05.3	0/0
NF	3/05.3	30/52.6

TASK 31

	D	ND
F	5/09.1	0/0
NF	2/03.6	25/45.5

TASK 32

	D	ND
F	8/14.3	0/0
NF	2/03.6	20/35.7

TASK 33

	D	ND
F	7/12.5	0/0
NF	1/01.8	30/53.6

TASK 34

	D	ND
F	1/01.8	0/0
NF	4/07.3	30/54.5

TASK 35

	D	ND
F	2/03.7	0/0
NF	4/07.4	29/53.7

TASK 36

	D	ND
F	13/22.8	0/0
NF	3/05.3	15/26.3

TASK 37

	D	ND
F	6/10.7	0/0
NF	2/03.6	20/35.7

TASK 38

	D	ND
F	8/14.0	0/0
NF	2/03.5	17/29.8

TASK 39

	D	ND
F	1/01.8	0/0
NF	3/05.3	36/63.2

TASK 40

	D	ND
F	15/26.3	0/0
NF	4/07.0	15/26.3

TASK 41

	D	ND
F	8/14.0	0/0
NF	1/01.8	20/35.1

TASK 42

	D	ND
F	5/08.8	0/0
NF	2/03.5	28/49.1

TASK 43

	D	ND
F	4/07.0	0/0
NF	3/05.3	36/63.2

TASK 44

	D	ND
F	6/10.7	0/0
NF	2/03.6	30/53.6

TASK 45

	D	ND
F	15/27.3	0/0
NF	4/07.0	20/35.1

TASK 46

	D	ND
F	7/12.3	0/0
NF	3/05.3	26/45.6

TASK 47

	D	ND
F	8/14.3	0/0
NF	1/01.8	22/39.3

TASK 48

	D	ND
F	4/07.0	0/0
NF	5/08.8	34/59.6

TASK 49

	D	ND
F	6/10.9	0/0
NF	4/07.3	27/49.1

TASK 50

	D	ND
F	13/24.1	0/0
NF	1/01.8	20/35.7

TASK 51

	D	ND
F	6/10.7	0/0
NF	2/03.6	27/48.2

TASK 52

	D	ND
F	8/14.0	0/0
NF	3/05.3	25/43.9

TASK 53

	D	ND
F	3/05.3	0/0
NF	3/05.3	34/59.6

TASK 54

	D	ND
F	2/03.5	0/0
NF	3/05.3	36/63.2

TASK 55

Administrators

	D	ND
F	3/17.6	0/0
NF	1/5.9	8/47.1

TASK 1

	D	ND
F	3/17.6	0/0
NF	4/23.5	6/35.3

TASK 2

	D	ND
F	5/29.4	0/0
NF	2/11.8	6/35.3

TASK 3

	D	ND
F	2/11.8	0/0
NF	1/5.9	9/52.9

TASK 4

	D	ND
F	0/0	0/0
NF	0/0	10/58.8

TASK 5

	D	ND
F	3/17.6	0/0
NF	2/11.8	5/29.4

TASK 6

	D	ND
F	3/17.6	0/0
NF	1/5.9	8/47.1

TASK 7

	D	ND
F	2/11.8	0/0
NF	2/11.8	7/41.2

TASK 8

	D	ND
F	1/5.9	0/0
NF	2/11.8	8/47.1

TASK 9

	D	ND
F	2/11.8	0/0
NF	1/05.9	6/35.3

TASK 10

	D	ND
F	3/17.6	0/0
NF	0/0	7/41.2

TASK 11

	D	ND
F	2/11.8	0/0
NF	1/5.9	6/35.3

TASK 12

	D	ND
F	2/11.8	0/0
NF	1/05.9	5/29.4

TASK 13

	D	ND
F	4/23.5	0/0
NF	1/05.9	7/41.2

TASK 14

	D	ND
F	3/17.6	0/0
NF	0/0	7/41.2

TASK 15

	D	ND
F	3/17.6	0/0
NF	0/0	9/52.9

TASK 16

	D	ND
F	2/11.8	0/0
NF	0/0	9/52.9

TASK 17

	D	ND
F	3/17.6	0/0
NF	0/0	8/47.1

TASK 18

	D	ND
F	1/05.9	1/05.9
NF	0/0	8/47.1

TASK 19

	D	ND
F	4/23.5	2/11.8
NF	1/05.9	5/29.4

TASK 20

	D	ND
F	1/05.9	0/0
NF	1/05.9	12/70.1

TASK 21

	D	ND
F	11/67.7	0/0
NF	0/0	3/17.6

TASK 22

	D	ND
F	3/17.6	1/05.9
NF	1/05.9	8/47.1

TASK 23

	D	ND
F	2/11.8	1/05.9
NF	1/05.9	8/47.1

TASK 24

	D	ND
F	3/17.6	0/0
NF	0/0	9/52.9

TASK 25

	D	ND
F	2/12.5	0/0
NF	0/0	7/43.8

TASK 26

	D	ND
F	2/11.8	1/05.9
NF	0/0	9/52.9

TASK 27

	D	ND
F	1/05.9	0/0
NF	0/0	11/64.7

TASK 28

	D	ND
F	2/11.8	0/0
NF	0/0	11/64.7

TASK 29

	D	ND
F	2/11.8	0/0
NF	0/0	9/52.9

TASK 30

	D	ND
F	3/17.6	0/0
NF	1/05.9	10/58.8

TASK 31

	D	ND
F	4/23.5	0/0
NF	0/0	8/47.1

TASK 32

	D	ND
F	3/17.6	0/0
NF	0/0	8/47.1

TASK 33

	D	ND
F	3/17.6	0/0
NF	0/0	9/52.9

TASK 34

	D	ND
F	0/0	0/0
NF	3/17.6	10/58.8

TASK 35

	D	ND
F	0/0	0/0
NF	3/18.8	9/56.3

TASK 36

	D	ND
F	3/17.6	0/0
NF	0/0	5/29.4

TASK 37

	D	ND
F	3/17.6	0/0
NF	0/0	7/41.2

TASK 38

	D	ND
F	1/05.9	0/0
NF	0/0	6/35.3

TASK 39

	D	ND
F	0/0	0/0
NF	2/11.8	11/64.7

TASK 40

	D	ND
F	3/17.6	0/0
NF	1/05.9	6/35.3

TASK 41

	D	ND
F	2/11.8	0/0
NF	0/0	9/52.9

TASK 42

	D	ND
F	1/05.9	0/0
NF	1/05.9	8/47.1

TASK 43

	D	ND
F	0/0	0/0
NF	2/11.8	11/64.7

TASK 44

	D	ND
F	2/11.8	0/0
NF	2/11.8	9/52.9

TASK 45

	D	ND
F	3/17.6	0/0
NF	1/05.9	6/35.3

TASK 46

	D	ND
F	2/11.8	0/0
NF	1/05.9	8/47.1

TASK 47

	D	ND
F	1/05.9	0/0
NF	0/0	8/47.1

TASK 48

	D	ND
F	0/0	0/0
NF	2/11.8	11/64.7

TASK 49

	D	ND
F	0/0	0/0
NF	2/11.8	8/47.1

TASK 50

	D	ND
F	2/11.8	0/0
NF	0/0	8/47.1

TASK 51

	D	ND
F	1/06.3	0/0
NF	0/0	10/62.5

TASK 52

	D	ND
F	1/05.9	0/0
NF	0/0	10/58.8

TASK 53

	D	ND
F	0/0	0/0
NF	2/11.8	12/70.1

TASK 54

	D	ND
F	0/0	0/0
NF	2/11.8	12/70.1

TASK 55

Counselors

	D	ND
F	1/07.7	0/0
NF	0/0	6/46.2

TASK 1

	D	ND
F	1/7.7	0/0
NF	0/0	3/23.1

TASK 2

	D	ND
F	0/0	0/0
NF	0/0	5/38.5

TASK 3

	D	ND
F	1/07.7	0/0
NF	0/0	9/69.2

TASK 4

	D	ND
F	0/0	0/0
NF	0/0	7/53.8

TASK 5

	D	ND
F	2/15.4	0/0
NF	0/0	6/46.2

TASK 6

	D	ND
F	1/08.3	0/0
NF	0/0	7/58.3

TASK 7

	D	ND
F	0/0	0/0
NF	0/0	6/46.2

TASK 8

	D	ND
F	0/0	0/0
NF	0/0	9/75.0

TASK 9

	D	ND
F	0/0	0/0
NF	0/0	7/53.8

TASK 10

	D	ND
F	4/30.8	0/0
NF	0/0	5/38.5

TASK 11

	D	ND
F	3/23.1	0/0
NF	1/7.7	8/61.5

TASK 12

	D	ND
F	3/23.1	0/0
NF	0/0	6/46.2

TASK 13

	D	ND
F	2/15.4	0/0
NF	0/0	9/69.2

TASK 14

	D	ND
F	1/7.7	0/0
NF	0/0	8/61.5

TASK 15

	D	ND
F	4/30.8	0/0
NF	0/0	6/46.2

TASK 16

	D	ND
F	1/08.3	0/0
NF	0/0	9/75.0

TASK 17

	D	ND
F	0/0	0/0
NF	0/0	8/61.5

TASK 18

	D	ND
F	0/0	0/0
NF	0/0	11/84.6

TASK 19

	D	ND
F	3/23.1	0/0
NF	0/0	7/53.8

TASK 20

	D	ND
F	0/0	0/0
NF	0/0	11/84.6

TASK 21

	D	ND
F	6/50.0	0/0
NF	0/0	2/16.7

TASK 22

	D	ND
F	2/15.4	0/0
NF	0/0	11/84.6

TASK 23

	D	ND
F	0/0	0/0
NF	0/0	12/92.3

TASK 24

	D	ND
F	2/23.1	0/0
NF	0/0	8/61.5

TASK 25

	D	ND
F	2/16.7	0/0
NF	0/0	5/41.7

TASK 26

	D	ND
F	2/15.4	0/0
NF	0/0	6/46.2

TASK 27

	D	ND
F	0/0	0/0
NF	0/0	10/76.9

TASK 28

	D	ND
F	1/07.7	0/0
NF	0/0	11/84.6

TASK 29

	D	ND
F	0/0	0/0
NF	0/0	12/92.3

TASK 30

	D	ND
F	0/0	0/0
NF	0/0	12/92.3

TASK 31

	D	ND
F	0/0	0/0
NF	0/0	10/76.9

TASK 32

	D	ND
F	0/0	0/0
NF	0/0	8/61.5

TASK 33

	D	ND
F	1/07.7	0/0
NF	0/0	11/84.6

TASK 34

	D	ND
F	0/0	0/0
NF	0/0	11/84.6

TASK 35

	D	ND
F	0/0	0/0
NF	0/0	9/69.2

TASK 36

	D	ND
F	1/07.7	0/0
NF	1/07.7	6/46.2

TASK 37

	D	ND
F	1/07.7	0/0
NF	1/07.7	8/61.5

TASK 38

	D	ND
F	2/15.4	0/0
NF	0/0	6/46.2

TASK 39

	D	ND
F	0/0	0/0
NF	0/0	11/84.6

TASK 40

	D	ND
F	1/07.7	0/0
NF	0/0	5/38.5

TASK 41

	D	ND
F	1/07.7	0/0
NF	0/0	7/53.8

TASK 42

	D	ND
F	1/07.7	0/0
NF	0/0	10/76.9

TASK 43

	D	ND
F	0/0	0/0
NF	0/0	12/92.3

TASK 44

	D	ND
F	1/07.7	0/0
NF	0/0	10/76.9

TASK 45

	D	ND
F	2/15.4	0/0
NF	0/0	8/61.5

TASK 46

	D	ND
F	1/07.7	0/0
NF	0/0	9/69.2

TASK 47

	D	ND
F	1/07.7	0/0
NF	0/0	7/53.8

TASK 48

	D	ND
F	0/0	0/0
NF	0/0	10/76.9

TASK 49

	D	ND
F	1/08.3	0/0
NF	0/0	8/66.7

TASK 50

	D	ND
F	1/08.3	0/0
NF	0/0	6/50.0

TASK 51

	D	ND
F	0/0	0/0
NF	0/0	9/69.2

TASK 52

	D	ND
F	1/07.7	0/0
NF	0/0	9/69.2

TASK 53

	D	ND
F	0/0	0/0
NF	0/0	10/76.9

TASK 54

	D	ND
F	0/0	0/0
NF	0/0	11/84.6

TASK 55

Regular Education Teachers

	D	ND
F	2/20.0	0/0
NF	0/0	1/10.0

TASK 1

	D	ND
F	2/20.0	0/0
NF	1/10.0	1/10.0

TASK 2

	D	ND
F	3/30.0	0/0
NF	1/10.0	1/10.0

TASK 3

	D	ND
F	1/10.0	0/0
NF	1/10.0	4/40.0

TASK 4

	D	ND
F	0/0	0/0
NF	0/0	7/70.0

TASK 5

	D	ND
F	1/10.0	0/0
NF	1/10.0	2/20.0

TASK 6

	D	ND
F	3/30.0	0/0
NF	1/10.0	2/20.0

TASK 7

	D	ND
F	2/20.0	0/0
NF	2/20.0	1/10.0

TASK 8

	D	ND
F	0/0	0/0
NF	0/0	5/50.0

TASK 9

	D	ND
F	0/0	0/0
NF	0/0	5/50.0

TASK 10

	D	ND
F	4/40.0	0/0
NF	0/0	1/10.0

TASK 11

	D	ND
F	2/20.0	0/0
NF	0/0	0/0

TASK 12

	D	ND
F	2/20.0	0/0
NF	1/10.0	2/20.0

TASK 13

	D	ND
F	3/30.0	0/0
NF	1/10.0	3/30.0

TASK 14

	D	ND
F	2/22.2	0/0
NF	0/0	2/22.2

TASK 15

	D	ND
F	2/22.2	0/0
NF	0/0	4/44.4

TASK 16

	D	ND
F	2/22.2	0/0
NF	0/0	3/33.3

TASK 17

	D	ND
F	2/22.2	0/0
NF	1/11.1	2/22.2

TASK 18

	D	ND
F	1/11.1	0/0
NF	1/11.1	3/33.3

TASK 19

	D	ND
F	3/33.3	0/0
NF	1/11.1	3/33.3

TASK 20

	D	ND
F	3/30.0	0/0
NF	0/0	5/50.0

TASK 21

	D	ND
F	8/80.0	0/0
NF	0/0	0/0

TASK 22

	D	ND
F	2/22.2	0/0
NF	1/11.1	1/11.1

TASK 23

	D	ND
F	2/20.0	0/0
NF	1/10.0	3/30.0

TASK 24

	D	ND
F	2/22.2	1/11.1
NF	0/0	3/33.3

TASK 25

	D	ND
F	3/30.0	1/10.0
NF	1/10.0	1/10.0

TASK 26

	D	ND
F	4/40.0	0/0
NF	0/0	0/0

TASK 27

	D	ND
F	2/20.0	0/0
NF	0/0	2/20.0

TASK 28

	D	ND
F	3/30.0	0/0
NF	0/0	3/30.0

TASK 29

	D	ND
F	3/30.0	0/0
NF	0/0	4/40.0

TASK 30

	D	ND
F	1/10.0	0/0
NF	1/10.0	2/20.0

TASK 31

	D	ND
F	0/0	0/0
NF	0/0	1/12.5

TASK 32

	D	ND
F	2/22.2	0/0
NF	0/0	1/11.1

TASK 33

	D	ND
F	1/11.1	0/0
NF	0/0	2/22.2

TASK 34

	D	ND
F	0/0	0/0
NF	0/0	2/25.0

TASK 35

	D	ND
F	1/12.5	0/0
NF	0/0	2/25.0

TASK 36

	D	ND
F	2/20.0	0/0
NF	1/10.0	0/0

TASK 37

	D	ND
F	1/11.1	0/0
NF	1/11.1	1/11.1

TASK 38

	D	ND
F	3/30.0	0/0
NF	1/10.0	0/0

TASK 39

	D	ND
F	0/0	0/0
NF	0/0	4/40.0

TASK 40

	D	ND
F	5/50.0	0/0
NF	1/10.0	0/0

TASK 41

	D	ND
F	2/20.0	0/0
NF	1/10.0	0/0

TASK 42

	D	ND
F	3/30.0	0/0
NF	1/10.0	4/40.0

TASK 43

	D	ND
F	0/0	0/0
NF	2/22.2	4/44.4

TASK 44

	D	ND
F	3/30.0	0/0
NF	0/0	3/30.0

TASK 45

	D	ND
F	3/30.0	0/0
NF	1/10.0	1/10.0

TASK 46

	D	ND
F	2/20.0	0/0
NF	1/10.0	3/30.0

TASK 47

	D	ND
F	4/40.0	0/0
NF	1/10.0	1/10.0

TASK 48

	D	ND
F	3/30.0	0/0
NF	0/0	4/40.0

TASK 49

	D	ND
F	3/33.3	0/0
NF	1/11.1	3/33.3

TASK 50

	D	ND
F	4/40.0	0/0
NF	1/10.0	2/20.0

TASK 51

	D	ND
F	3/30.0	0/0
NF	1/10.0	3/30.0

TASK 52

	D	ND
F	3/30.0	0/0
NF	2/20.0	2/20.0

TASK 53

	D	ND
F	2/20.0	0/0
NF	1/10.0	5/50.0

TASK 54

	D	ND
F	2/20.0	0/0
NF	0/0	4/40.0

TASK 55

Special Education Teachers

	D	ND
F	1/07.1	0/0
NF	3/21.4	5/35.7

TASK 1

	D	ND
F	2/14.3	0/0
NF	0/0	5/35.7

TASK 2

	D	ND
F	4/28.6	0/0
NF	3/21.4	2/14.3

TASK 3

	D	ND
F	1/07.1	0/0
NF	0/0	5/38.5

TASK 4

	D	ND
F	0/0	0/0
NF	0/0	9/69.2

TASK 5

	D	ND
F	1/07.1	0/0
NF	1/07.1	5/35.7

TASK 6

	D	ND
F	5/35.7	0/0
NF	1/07.1	3/21.4

TASK 7

	D	ND
F	3/23.1	0/0
NF	3/23.1	5/38.5

TASK 8

	D	ND
F	0/0	0/0
NF	0/0	4/28.6

TASK 9

	D	ND
F	0/0	0/0
NF	0/0	5/35.7

TASK 10

	D	ND
F	1/07.1	0/0
NF	0/0	5/35.7

TASK 11

	D	ND
F	0/0	0/0
NF	1/07.1	4/28.6

TASK 12

	D	ND
F	0/0	0/0
NF	2/14.3	5/35.7

TASK 13

	D	ND
F	0/0	0/0
NF	0/0	5/35.7

TASK 14

	D	ND
F	2/14.3	0/0
NF	0/0	4/28.6

TASK 15

	D	ND
F	2/14.3	0/0
NF	0/0	4/28.6

TASK 16

	D	ND
F	1/07.1	0/0
NF	0/0	7/50.0

TASK 17

	D	ND
F	0/0	0/0
NF	0/0	6/42.9

TASK 18.

	D	ND
F	1/07.1	0/0
NF	0/0	5/38.5

TASK 19

	D	ND
F	5/35.7	0/0
NF	0/0	5/35.7

TASK 20

	D	ND
F	0/0	0/0
NF	0/0	9/64.3

TASK 21

	D	ND
F	7/50.0	0/0
NF	1/07.1	1/07.1

TASK 22

	D	ND
F	0/0	0/0
NF	1/07.1	7/50.0

TASK 23

	D	ND
F	1/07.1	0/0
NF	1/07.1	8/57.1

TASK 24

	D	ND
F	4/28.6	0/0
NF	0/0	5/35.7

TASK 25

	D	ND
F	1/07.1	0/0
NF	0/0	4/33.7

TASK 26

	D	ND
F	4/28.6	0/0
NF	1/07.1	2/14.3

TASK 27

	D	ND
F	1/07.1	0/0
NF	2/14.3	4/28.6

TASK 28

	D	ND
F	1/07.1	0/0
NF	0/0	3/21.4

TASK 29

	D	ND
F	0/0	0/0
NF	0/0	3/21.4

TASK 30

	D	ND
F	1/07.1	0/0
NF	1/07.1	4/28.6

TASK 31

	D	ND
F	1/07.1	0/0
NF	2/14.3	4/28.6

TASK 32

	D	ND
F	2/14.3	0/0
NF	4/28.6	1/07.1

TASK 33

	D	ND
F	2/14.3	0/0
NF	1/07.1	5/35.7

TASK 34

	D	ND
F	1/07.1	0/0
NF	1/07.1	5/35.7

TASK 35

	D	ND
F	1/07.1	0/0
NF	1/07.1	7/50.0

TASK 36

	D	ND
F	6/42.9	0/0
NF	1/07.1	2/14.3

TASK 37

	D	ND
F	1/07.1	0/0
NF	0/0	3/21.4

TASK 38

	D	ND
F	1/14.3	0/0
NF	1/07.1	3/21.4

TASK 39

	D	ND
F	1/07.1	0/0
NF	1/07.1	8/57.1

TASK 40

	D	ND
F	5/35.7	0/0
NF	2/14.3	2/14.3

TASK 41

	D	ND
F	2/14.3	0/0
NF	0/0	2/14.3

TASK 42

	D	ND
F	0/0	0/0
NF	0/0	4/28.6

TASK 43

	D	ND
F	2/14.3	0/0
NF	1/07.1	6/42.9

TASK 44

	D	ND
F	2/14.3	0/0
NF	0/0	6/42.9

TASK 45

	D	ND
F	6/42.9	0/0
NF	2/14.3	3/21.4

TASK 46

	D	ND
F	2/14.3	0/0
NF	1/07.1	4/28.6

TASK 47

	D	ND
F	2/15.4	0/0
NF	0/0	4/30.8

TASK 48

	D	ND
F	1/07.1	0/0
NF	3/21.4	7/50.0

TASK 49

	D	ND
F	1/07.1	0/0
NF	2/14.3	2/14.3

TASK 50

	D	ND
F	5/35.7	0/0
NF	0/0	3/21.4

TASK 51

	D	ND
F	2/14.3	0/0
NF	1/07.1	3/21.4

TASK 52

	D	ND
F	2/14.3	0/0
NF	1/07.1	2/14.3

TASK 53

	D	ND
F	1/07.1	0/0
NF	1/07.1	5/35.7

TASK 54

	D	ND
F	1/07.1	0/0
NF	1/07.1	7/50.0

TASK 55

Middle School Staff

	D	ND
F	1/04.5	0/0
NF	1/04.5	12/54.5

TASK 1

	D	ND
F	5/22.7	0/0
NF	1/04.5	7/31.8

TASK 2

	D	ND
F	5/22.7	0/0
NF	3/13.6	8/36.4

TASK 3

	D	ND
F	1/04.5	0/0
NF	1/04.5	13/59.1

TASK 4

	D	ND
F	0/0	0/0
NF	0/0	13/61.9

TASK 5

	D	ND
F	4/18.2	0/0
NF	3/13.6	7/31.8

TASK 6

	D	ND
F	3/14.3	0/0
NF	1/04.8	8/38.1

TASK 7

	D	ND
F	3/14.3	0/0
NF	4/19.0	6/28.6

TASK 8

	D	ND
F	1/04.8	0/0
NF	0/0	7/33.3

TASK 9

	D	ND
F	2/09.1	0/0
NF	0/0	7/31.8

TASK 10

	D	ND
F	1/04.5	0/0
NF	0/0	10/45.5

TASK 11

	D	ND
F	3/13.6	0/0
NF	0/0	8/36.4

TASK 12

	D	ND
F	2/09.1	0/0
NF	1/04.5	9/40.9

TASK 13

	D	ND
F	3/13.6	0/0
NF	0/0	11/50.0

TASK 14

	D	ND
F	2/09.1	0/0
NF	0/0	9/40.9

TASK 15

	D	ND
F	6/27.3	0/0
NF	0/0	12/54.5

TASK 16

	D	ND
F	3/14.3	0/0
NF	0/0	14/66.7

TASK 17

	D	ND
F	2/09.1	0/0
NF	0/0	12/54.5

TASK 18

	D	ND
F	2/09.1	1/04.5
NF	0/0	14/63.6

TASK 19

	D	ND
F	7/31.8	2/09.1
NF	0/0	10/45.5

TASK 20

	D	ND
F	1/04.5	0/0
NF	0/0	17.77.3

TASK 21

	D	ND
F	11/50.0	0/0
NF	0/0	5/22.7

TASK 22

	D	ND
F	0/0	1/04.5
NF	1/04.5	16/72.7

TASK 23

	D	ND
F	1/04.5	2/09.1
NF	1/04.5	16/72.7

TASK 24

	D	ND
F	3/14.3	0/0
NF	0/0	14/66.7

TASK 25

	D	ND
F	3/14.3	0/0
NF	0/0	10/47.6

TASK 26

	D	ND
F	6/27.3	1/04.5
NF	1/04.5	9/40.9

TASK 27

	D	ND
F	1/04.8	0/0
NF	1/04.8	15/71.4

TASK 28

	D	ND
F	4/18.2	0/0
NF	0/0	14/63.6

TASK 29

	D	ND
F	3/14.3	0/0
NF	0/0	14/63.6

TASK 30

	D	ND
F	3/13.6	0/0
NF	0/0	15/68.2

TASK 31

	D	ND
F	3/14.3	0/0
NF	0/0	11/52.4

TASK 32

	D	ND
F	4/18.2	0/0
NF	1/04.5	7/31.8

TASK 33

	D	ND
F	3/14.3	0/0
NF	0/0	14/66.7

TASK 34

	D	ND
F	1/04.8	0/0
NF	1/04.8	14/66.7

TASK 35

	D	ND
F	2/09.5	0/0
NF	1/04.8	13/61.9

TASK 36

	D	ND
F	5/22.7	0/0
NF	0/0	6/27.3

TASK 37

	D	ND
F	4/19.0	0/0
NF	0/0	10/47.6

TASK 38

	D	ND
F	6/28.6	0/0
NF	0/0	8/38.1

TASK 39

	D	ND
F	1/04.5	0/0
NF	0/0	17/77.3

TASK 40

	D	ND
F	7/31.8	0/0
NF	1/04.5	6/27.3

TASK 41

	D	ND
F	5/22.7	0/0
NF	0/0	9/40.9

TASK 42

	D	ND
F	4/18.2	0/0
NF	0/0	11/50.0

TASK 43

	D	ND
F	1/04.5	0/0
NF	1/04.5	16/72.7

TASK 44

	D	ND
F	2/09.5	0/0
NF	0/0	11/52.4

TASK 45

	D	ND
F	7/31.8	0/0
NF	0/0	7/31.8

TASK 46

	D	ND
F	5/22.7	0/0
NF	0/0	11/50.0

TASK 47

	D	ND
F	5/22.7	0/0
NF	0/0	9/40.9

TASK 48

	D	ND
F	2/09.1	0/0
NF	2/09.1	16/72.7

TASK 49

	D	ND
F	2/10.0	0/0
NF	1/05.0	10/50.0

TASK 50

	D	ND
F	4/19.0	0/0
NF	0/0	7/33.3

TASK 51

	D	ND
F	4/18.2	0/0
NF	0/0	13/59.1

TASK 52

	D	ND
F	5/22.7	0/0
NF	0/0	12/54.5

TASK 53

	D	ND
F	1/04.5	0/0
NF	1/04.5	18/81.8

TASK 54

	D	ND
F	0/0	0/0
NF	0/0	16/72.7

TASK 55

High School Staff

	D	ND
F	6/18.8	0/0
NF	3/09.4	8/25.0

TASK 1

	D	ND
F	3/09.4	0/0
NF	1/03.1	8/25.0

TASK 2

	D	ND
F	7/21.9	0/0
NF	3/09.4	6/18.8

TASK 3

	D	ND
F	4/12.9	0/0
NF	1/03.2	14/45.2

TASK 4

	D	ND
F	0/0	0/0
NF	0/0	20/62.5

TASK 5

	D	ND
F	3/09.4	0/0
NF	1/03.1	11/34.4

TASK 6

	D	ND
F	5/15.6	0/0
NF	2/06.3	12/37.5

TASK 7

	D	ND
F	4/12.5	0/0
NF	3/09.4	13/40.6

TASK 8

	D	ND
F	0/0	0/0
NF	2/06.3	17/53.1

TASK 9

	D	ND
F	0/0	0/0
NF	1/03.1	14/43.8

TASK 10

	D	ND
F	11/34.4	0/0
NF	0/0	7/21.9

TASK 11

	D	ND
F	4/12.5	0/0
NF	3/09.4	10/31.3

TASK 12

	D	ND
F	5/15.6	0/0
NF	3/09.4	9/28.1

TASK 13

	D	ND
F	3/09.4	0/0
NF	2/06.3	13/40.6

TASK 14

	D	ND
F	5/16.1	0/0
NF	0/0	12/38.7

TASK 15

	D	ND
F	5/16.1	0/0
NF	0/0	11/35.5

TASK 16

	D	ND
F	3/09.7	0/0
NF	0/0	14/45.2

TASK 17

	D	ND
F	3/09.7	0/0
NF	1/03.2	12/38.7

TASK 18

	D	ND
F	1/03.3	0/0
NF	1/03.3	14/46.7

TASK 19

	D	ND
F	8/25.8	0/0
NF	2/06.5	10/32.3

TASK 20

	D	ND
F	3/09.4	0/0
NF	1/03.1	20/62.5

TASK 21

	D	ND
F	21/67.7	0/0
NF	1/03.2	2/06.5

TASK 22

	D	ND
F	7/22.6	0/0
NF	2/06.5	11/35.5

TASK 23

	D	ND
F	4/25.8	0/0
NF	2/06.3	15/46.9

TASK 24

	D	ND
F	9/28.1	1/03.1
NF	0/0	11/34.4

TASK 25

	D	ND
F	4/13.3	1/03.3
NF	0/0	7/23.3

TASK 26

	D	ND
F	6/18.8	0/0
NF	0/0	8/25.0

TASK 27

	D	ND
F	3/09.4	0/0
NF	1/03.1	12/37.5

TASK 28

	D	ND
F	2/06.3	0/0
NF	0/0	14/43.8

TASK 29

	D	ND
F	2/06.5	0/0
NF	0/0	14/45.2

TASK 30

	D	ND
F	0/0	0/0
NF	3/09.4	13/40.6

TASK 31

	D	ND
F	2/06.5	0/0
NF	2/06.5	12/38.7

TASK 32

	D	ND
F	3/09.7	0/0
NF	3/09.7	11/35.5

TASK 33

	D	ND
F	4/12.5	0/0
NF	1/03.1	13/40.6

TASK 34

	D	ND
F	0/0	0/0
NF	3/09.7	14/45.2

TASK 35

	D	ND
F	0/0	0/0
NF	3/10.0	14/46.7

TASK 36

	D	ND
F	7/21.9	0/0
NF	3/09.4	7/21.9

TASK 37

	D	ND
F	2/06.3	0/0
NF	2/06.3	9/28.1

TASK 38

	D	ND
F	2/06.3	0/0
NF	2/06.3	7/21.9

TASK 39

	D	ND
F	0/0	0/0
NF	3/09.4	9/28.1

TASK 40

	D	ND
F	7/21.9	0/0
NF	3/09.4	7/21.9

TASK 41

	D	ND
F	2/06.3	0/0
NF	1/03.1	9/28.1

TASK 42

	D	ND
F	1/03.1	0/0
NF	2/06.3	15/46.9

TASK 43

	D	ND
F	2/06.3	0/0
NF	2/06.3	18/56.3

TASK 44

	D	ND
F	3/09.4	0/0
NF	2/06.3	17/53.1

TASK 45

	D	ND
F	7/21.9	0/0
NF	4/12.5	11/34.4

TASK 46

	D	ND
F	2/06.3	0/0
NF	3/09.4	13/40.6

TASK 47

	D	ND
F	3/09.7	0/0
NF	1/03.2	11/37.0

TASK 48

	D	ND
F	2/06.3	0/0
NF	3/09.4	16/50.0

TASK 49

	D	ND
F	3/09.4	0/0
NF	3/09.4	15/46.9

TASK 50

	D	ND
F	8/25.0	0/0
NF	1/03.1	11/34.4

TASK 51

	D	ND
F	2/06.5	0/0
NF	2/06.5	12/38.7

TASK 52

	D	ND
F	2/06.3	0/0
NF	3/09.4	11/34.4

TASK 53

	D	ND
F	2/06.3	0/0
NF	3/06.3	14/43.8

TASK 54

	D	ND
F	2/06.3	0/0
NF	3/09.4	18/56.3

TASK 55